

NHS LONDON COMMISSIONED EDUCATION CONTRACT FOR CPPD
2011/12

CONTINUING PERSONAL AND PROFESSIONAL DEVELOPMENT

for professionals working in London NHS Trusts

welcome



K CENTRE

From the Dean

The Tavistock and Portman NHS Foundation Trust aims to provide the best possible training for high quality reflective mental health practice from primary care to specialist clinical practitioners and in thinking about the task of management, and leadership.

All of our programmes are taught by experienced clinician-trainers who are passionate about training and in the professional development of reflective, resilient and effective practitioners in the public sector workforce.

Our CPPD courses and events are closely linked to national training priorities, to understanding the needs of clinicians and practitioners with whom we are in daily contact, and to the feedback of those who attend our training events. We can be responsive, flexible and are able to develop what people want quickly.

Our approach underlines the fundamental importance of making and maintaining relationships, from the beginning of life and onwards. Relationships profoundly affect the developmental pathways of individuals, families, groups and organisations. We combine psychodynamic and systemic thinking in much of what we teach, and we feel that we have a profound understanding of group and organisational behaviour and some of its irrationality. We are also realistic in understanding that some difficulties are life-long, but that there are interventions which can make a difference for all including those with severe and long-lasting problems.

Our teaching approach reflects our values. Small groups and one to one opportunities are very significant in providing a safe setting for students to feel confident when they are talking about challenging work situations where they often feel overwhelmed and find it difficult to think. Small group work enables participants to be open in describing work situations and it becomes more possible to look at the impact of what is projected into them by individuals in difficulty. This strengthens practitioners and enables them to be reflective and to feel purposeful under pressure. Our understanding of group dynamics through clinical work and group teaching is part of the expertise which enables some of our staff to specialise in teaching consultation, coaching, management and leadership.

In the twenty-first century our values remain as relevant today as they were in 1920, when we began. The Tavistock and Portman is a unique national and international centre of excellence in mental health education and training. We hope you will look at our CPPD prospectus and the individual brochures and that you will find something which will enhance your own personal and professional development.

We are happy to answer questions and we can, as you will see, tailor-make training in discussion with directors or managers of services, which can be delivered in your workplace to teams, groups, wards and units.

Trudy Klauber
Dean of Postgraduate Studies

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Key contacts

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Dean

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Associate Dean, Child and Adolescent Mental Health
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ktanner@tavi-port.nhs.uk

Enquiries from nurses:

Sue Hickman, Senior Clinical Lecturer in Nursing
Tel: 020 7447 7111
shickman@tavi-port.nhs.uk

For tailor-made, team and specialist courses:

Jina Barrett or Mike Swinburne
Consultant Social Worker and Adult Psychotherapist
Tel: 020 8938 2386
jbarrett@tavi-port.nhs.uk
mswinburne@tavi-port.nhs.uk

or

Matthew Doocey
Assistant Director of Education and Training
Tel: 020 8938 2190
mdoocey@tavi-port.nhs.uk

For full details of the programmes listed here, please visit:

www.tavistockandportman.ac.uk

The Tavistock and
Portman Clinics
have a history of
groundbreaking work



about us

Our training is multidisciplinary and is based on the expertise derived from the clinical practice of our 200 plus clinician-trainers.

Our staff, including nurses, child, adult and systemic psychotherapists, clinical and educational psychologists, psychoanalysts, psychiatrists and social workers, provide training for around 2,000 students every year.



Feedback suggests that most students have fundamentally changed their way of working and of seeing the world. These changes are long-lasting and help people in their practice, long after completion of their courses.

QUICK REFERENCE

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Are you a Commissioner?

Are you a Commissioner?

If you are a workforce lead or training commissioner in your Trust, whether in mental health, CAMHS or more broadly looking at leadership and management training or team development, then the Tavistock and Portman has a wide range of Continuing Personal and Professional Development opportunities for your staff.

Your Heads of Services, Directors, Managers and Heads of Profession will be interested to hear what we have on offer.

How to use this brochure

We have organised this prospectus so you can start here, find what is relevant for your directors, managers, heads of service and your individual healthcare professionals, psychologists, psychiatrists, allied health professionals, doctors, nurses and therapists.

What we offer

We offer professional development days, conferences, workshops and short courses for CAMHS and mental health professionals, directors and managers, team leaders, ward sisters, heads of unit, as well as a range of CPPD for specific professional groups, including doctors, nurses, OTs, child and adult psychotherapists, psychiatrists, clinical psychologists, AHPs and family/systemic therapists.

We understand the tasks of leadership and management. The Tavistock Consultancy Service provides courses, coaching skills training and consultation. Management is not a rational task - there are always challenges 'beneath the surface' to think about and we are the experts in this kind of understanding and how to help leaders and managers to develop and work effectively with their teams.

Why us?

We stand for high quality education and training, to support your workforce in a measurable way - in terms of resilience, capacity to think and to understand the link between mindful work and clinical quality, patient outcomes and patient safety.

Tailor-made training

We design training in consultation with you, your service managers, heads of professions, ward leaders or team leaders, for nursing teams, senior management, directors or clinical service units.

Who to contact

For nursing teams:

Sue Hickman, Senior Clinical Lecturer in Nursing
Tel: 020 7447 7111
shickman@tavi-port.nhs.uk

For tailor-made team and specialist courses:

Jina Barrett
Consultant Social Worker and Adult Psychotherapist
Tel: 020 7447 7111
jbarrett@tavi-port.nhs.uk

or

Matthew Doocey
Assistant Director of Education and Training
Tel: 020 8938 2190
mdoocey@tavi-port.nhs.uk

We have created separate PDF brochures of our long courses, professional events (CPD), workshops, days and blocks of training for easy emailing to all colleagues. If you would like hard copies, please contact Matthew Doocey on mdoocey@tavi-port.nhs.uk

Student Feedback tells us that a very high proportion of students on our our courses and CPPD opportunities, report that the training has enhanced their performance in role, gives them greater job satisfaction and that they would recommend the course to a colleague.

Overall, have your expectations of the course and The Tavistock and Portman NHS Foundation Trust been met?

Definitely: 50%

To a large extent: 37%

Does the course meet your learning needs?

Definitely: 50%

To a large extent: 42%

Is the course relevant to your work?

Definitely: 62%

To a large extent: 25%

How would you rate the quality of teaching on the course?

Excellent: 49%

Good: 38%

Would you recommend a course here to a friend or colleague?

Definitely: 44%

To a large extent: 42%

Our 5 most commissioned programmes:

- Promoting healthy, productive teams (ref. S5)
- Risk - A Relational Perspective: Psychodynamic approaches to assessing and managing risk (ref. P20)
- Postgraduate Diploma/MA in Working with Groups (ref. D11)
- Professional Development for Child Psychotherapists (ref. CPD37)
- Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (ref. D58)

For full details of the programmes listed here, including contact details for each course tutor, please visit:

www.tavistockandportman.ac.uk

Are you a Manager?

Are you a Manager?

If you are a manager in a mental health trust, acute trust, psychiatric ward or service or a CAMHS manager, you will have the training needs of your staff in mind.

The Tavistock and Portman offers a wide range of Continuing Personal and Professional Development opportunities for your staff, as well as providing training specifically for managers and leaders in the NHS.

Your team leaders and health care professionals will be interested to know what we can offer them.

How to use this brochure

We have organised this prospectus so you can start here, find what is relevant for you and your individual healthcare professionals, nurses, psychologists, psychiatrists, allied health professionals, doctors and therapists.

We offer:

- professional development days
- conferences
- workshops
- short courses
- a range of CPPD for specific professional groups: doctors, nurses, OTs, child and adult psychotherapists, psychiatrists, clinical psychologists, AHPs, and family/systemic therapists

For:

CAMHS and adult mental health professionals, managers, team leaders, ward sisters, heads of unit.

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Please email relevant sections of the brochure to your heads of profession and individual healthcare professionals.

Please note, we offer specific professional development for managers.

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Are you a Healthcare Professional?

Did you know NHS London funds professional development training for the NHS workforce in London?

If you are interested in Continuing Professional and Personal Development and your manager supports you, your manager should contact the training commissioner or workforce development lead in your Trust.

To find out who your training commissioner is, please contact:

Matthew Doocey
Assistant Director of Education and Training
Tel: 020 8938 2190
mduooccey@tavi-port.nhs.uk

We provide postgraduate courses, CPPD opportunities, short courses, and workshops. These are listed in this brochure.

Our training opportunities are designed for:

- Team Leaders and Managers
- Nurses and Health Visitors
- Adult Psychotherapists
- CAMHS Professionals
- GPs and Psychiatrists
- Allied Health Professionals
- Clinical and Counselling Psychologists
- Counsellors
- Social Workers
- Child Psychotherapists
- Family Therapists
- Professionals working in Forensic settings
- BME and Cultural Diversity

We have created separate PDF brochures of our long courses, professional events (CPD), workshops, days and blocks of training for easy emailing to all colleagues. If you would like hard copies, please contact Matthew Doocey on mduooccey@tavi-port.nhs.uk

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www.tavistockandportman.ac.uk

Thursday 3 March
Tuesday 14 June



Open Evenings 2011

Come along and 'taste' the experience of teaching and learning at The Tavistock and Portman NHS Foundation Trust.

Our senior staff will describe how our courses are relevant to working in mental health and social care today and we will help find the right course for you.

Senior clinician-teachers will talk about our approach to teaching and learning, with specialist presentations on understanding children's communication, working with disturbing and violent clients and an introduction to psychoanalytic concepts.

Further information:

Admissions and General Enquiries

Tel: 020 7447 3722

Email: det@tavi-port.org

Venue:

The Tavistock and Portman NHS Foundation Trust

The Tavistock Centre, 120 Belsize Lane, London NW3 5BA

www.tavistockandportman.ac.uk/knowledge

Why choose us?

Our feedback shows high levels of satisfaction

We provide a wide range of programmes

Our programmes are multidisciplinary

Our library is a national resource for mental health and psychotherapy

We design programmes tailored to your and your team's training needs

Our approach is relationship-based, developmental and essential

Our tutors are practising clinicians



Team Leaders and Managers

Workshop for Supervisors: Managing the stress (ref. CPD96)

Leading and Managing in Multidisciplinary and Multi-Agency Settings: A systemic perspective (ref. CPD23)

Postgraduate Certificate/Diploma/MA in Strategic Leadership and Management (ref. M26)

Postgraduate Diploma/MA in Working with Groups (ref. D11)

Tavistock Consultancy Service: Leading Change

Tavistock Consultancy Service: Decoding Group Dynamics

Tavistock Consultancy Service: Organisational Development and Transformation/Change Skills

Working in Organisations: Group Relations Conference (ref. CPD61)

Tavistock Consultancy Service: Executive Coaching

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

Workshop for Supervisors: Managing the stress (ref. CPD96)**Who is this course for?**

Participants in some form of managerial or supervisory role in primary care, CAMHS, Adult Mental Health Services and Social Care

Aims:

- To help managers understand the basics of good supervision
- To provide a supportive setting for participants to bring their work
- To teach how organisational dynamics impact on individual staff and teams
- To provide a framework to understand how patients and families impact on the worker

Learning Outcomes:

Participants will be:

- More confident in dealing with staff anxieties
- Familiar with some of the literature on supervision
- Understand supervisory dynamics
- Understand how organisational dynamics affect staff and teams
- Understand how patients and their families affect staff and teams

Duration: October-December

Time Commitment: Fortnightly, Fridays, 10.30-12.00

Fee: £320

Leading and Managing in Multidisciplinary and Multi-Agency Settings: A systemic perspective (ref. CPD23)**Who is this course for?**

Anyone who may have recently taken up, or is considering, a senior/management post.

Aims:

- To provide professionals, working in voluntary and public sector organisations, with a theoretical framework within which to reflect upon and prepare for the processes of leadership and management
- To develop leadership and management skills that facilitate the effective delivery of the outcomes required
- To develop a systemic framework and understanding of organisations with the focus on relationships, taking into account the context and cultures in which people are working and the various levels of meaning which shape our abilities to act
- To explore the processes involved in carrying out management tasks, reflecting on participants' own experiences and common concerns
- To facilitate the process of applying knowledge and skills from the course to participants' daily work via project work and consultation

Learning Outcomes:

To develop practical and theoretically grounded skills in leadership and management, essential for being able to manage change and the uncertainty this brings, reshape services and maintain motivation in the workforce.

Duration: April-September

Time Commitment: 6 days, 10.00-5.00

Fee: £918

Postgraduate Certificate/Diploma/MA in Strategic Leadership and Management (ref. M26)

Entry Requirements:

- Normally a relevant first degree, degree equivalent or evidence of other post-registration education/experience and an appropriate professional qualification relevant to their chosen career
- Normally at least three years practice experience in the NHS for which they have management responsibilities

Who is the course for?

This inter-professional, multidisciplinary course is designed for leaders and managers in social, health and education services and voluntary sector projects.

Aims:

- To extend the understanding of management within social care, education and health and to apply this understanding to the workplace, thereby improving leadership and management skills and the quality of service provision
- To facilitate the advanced study of organisations, their leadership/management and the changing external context in which managers operate
- To develop knowledge and understanding of key areas of leadership and management that challenges students to think about the whole organisation and not just localised management

Learning Outcomes:

At the end of this course students will be able to:

- Identify, explain and discuss contrasting approaches to the analysis of organisations and distinguish between the purposes and structures of public sector organisations
- Become more aware of and understand change issues at individual, group and organisational levels in the public sector environment
- Understand the importance of strategy and leadership in the public sector and the context in which they operate
- Improve outcomes for service users
- Work in partnership with other organisations
- Develop the capacity to work with under the surface processes in individual, group and organisational contexts
- Develop effective multidisciplinary and inter-agency communication

Duration: Up to 3 years, October-July

Time Commitment: Monthly, Thursdays and Fridays, 9.30-5.30

Fee: Year 1 - £2,417

Postgraduate Diploma/MA in Working with Groups (ref. D11)

Entry Requirements:

Participants will need to demonstrate some experience of working in or with groups. Settings could include primary care, CAMHS teams or CMHTs, residential or inpatient settings, youth offending services, services for older adults.

Who is this course for?

Professionals in services which offer group work with service users, as well as those working within project groups and teams. This includes all areas of child and adult mental health, in primary care, community multidisciplinary teams, in-patient and residential settings. The course content is also particularly relevant for those working in multi-agency settings.

- For professionals working with groups of clients
- For members of public sector teams, work groups or services
- For team leaders and managers of groups and teams including: nurses, occupational therapists, social workers, counsellors, ward managers, CAMHS managers, CMHT and counselling services, managers of residential services

Aims:

- To provide introductory training, through reading, lectures, work discussion and experience, in looking at groups by their own membership, in order to deepen understanding of how groups function and to develop awareness of what happens in group dynamics that may enhance or inhibit the effectiveness of groups and teams
- To assist participants who are required to work in groups, to create a framework for thinking about all aspects of group, team and organisational functioning
- To help course members understand more about particular issues in group functioning, including role, task, boundary, leadership and followership, difference and diversity, group size and clarity of membership
- To apply learning to all aspects of group, team and organisational life
- To provide a course for those with a personal interest in developing their understanding of group functioning

Learning Outcomes:

- A greater understanding of group dynamics effective and dysfunctional process
- An understanding of open systems and psychodynamic approaches to understanding groups
- Achieving a greater self-awareness and understanding of the roles people take up in groups, and how they contribute to group functioning
- Developing specific effective skills in role as a group leader, manager, facilitator or member

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Friday, 9.15-1.15

Fee: Year 1 - £1,970

Tavistock Consultancy Service: Leading Change

Who is the course for?

Professionals and managers in the NHS who are leading change initiatives, including HR directors and managers, Workforce Development Learning and Training directors and managers.

Aims:

You will attend a workshop and enhance skills in leading and/or consulting to organisational change, through experiential work and taking on roles. You will build a capacity for understanding the impact of change on individuals, teams and organisations, to recognise team and organisational resistance and to facilitate change more effectively.

This is a bespoke course, delivered on site at the purchasing Trust

Duration: 3 days, scheduled to client requirements

Time Commitment: 9.00-5.00

Fee: £1,100 per person, minimum 8 participants

Tavistock Consultancy Service: Decoding Group Dynamics

Who is the course for?

Professionals and team or service managers in NHS leadership roles, as well as GP consortium leaders, PCT managers, and social care leaders with responsibility for teams. This course also attracts participants from the voluntary and private sectors and government, allowing for a cross fertilisation of experiences and perspectives on leadership.

Aims:

You will attend a workshop to deepen your understanding of group processes and develop skills for working with groups and teams. You will become aware of group and inter-group processes, act more effectively as group leader and understand how to keep group activity 'on task'. This learning is empowering in your leadership role, faced with complex team management tasks, enhancing your efficacy and understanding of how to manage for results.

This is a bespoke course, delivered on site at the purchasing Trust

Duration: 3 days, scheduled to client requirements for group

Time Commitment: 9.00-5.00

Fee: £1,100 per person, minimum 8 participants

These courses are offered by the Tavistock Consultancy Service, well known for “working beneath the surface”

Tavistock Consultancy Service: Organisational Development and Transformation/Change Skills

Entry requirements:

This course is not suitable for complete beginners, but we will assess an applicants' suitability to work independently and at this level.

Who is this course for?

NHS Managers, Human Resource and Learning and Development Managers, psychologists, psychotherapists, senior nurses, team leaders, consultant psychiatrists and others who want to practice as (internal) organisational consultants.

Aims and Learning Outcomes:

A series of activities and tasks are designed to develop self awareness, observational ability and a range of practical consultancy skills. You will develop a portfolio of learning to present and share in the final module, as part of an assessment about where to work in future. This engaging programme will leave participants capable of greater insight into theoretical perspectives and practical skills developed through supervised practice on a project.

Duration: Four, 2 day modules scheduled to client requirements for group.

Time Commitment: 9.00-5.00

Fee: £2,300 per person, minimum 8 participants

Working in Organisations: Group Relations Conference (ref. CPD61)

Entry Requirements:

Please note that this is a tough programme for developing 'soft' skills and applicants experiencing stressful circumstances such as divorce, bereavement or serious illness, are advised to attend at another time.

Who is the course for?

The conference is designed for NHS staff who need to understand how groups and organisations work. We will create an internationally renowned Tavistock Group Relations Conference. Recommended to directors, managers and team leaders.

Aims:

You will learn about:

- Organisational and manager/practitioner behaviour
- How you operate in groups
- How group membership, lateral and vertical collaboration and authorisation in role all affect organisational functioning and change management

There are no lectures or seminars given by staff; this is an experiential programme, comprising:

Intergroup Event
Whole System Meetings
Staff Management Event
Resource Management Event
Review Groups and Application Groups

In all of these sessions, you will participate and learn through experiencing them directly, about how you function personally and interact with others. You will also see how groups do and do not collaborate and interact with management groups. The Application Groups will allow you to apply your learning to your own job, role and tasks.

Please email for a more detailed course outline: tcs@tavi-port.org

Duration: 5 days in September

This residential course takes place at Lucy Cavendish College, Cambridge.

Fee: £1,428

Tavistock Consultancy Service: Executive Coaching

Who is the course for?

NHS managers, team leaders and learning and development directors. It is of special interest to senior practitioners and managers who act as mentors in their current roles and for HR directors and managers.

Aims:

You will widen and deepen your understanding of the coaching task and its place within organisational development. The programme includes presentations of theory, discussion groups, skills practice, experiential exercises, facilitated role-play, supervised coaching practice, coaching syndicate groups, video analysis and feedback and reflective plenary sessions.

Course content:

Module 1

Introduction to the Model
Skills Development: Beginning Phase

Module 2

Skills Development: The Middle Phase
Engaging the Organisation

Module 3

Skills Development: The End Phase
Working with Issues of Loss and Change

Module 4

Understanding Groups: Team Coaching
Coaching Practice using Video Feedback

Module 5

Skills Laboratory: further work with a Systems-Psychodynamic model.
Professional practice and the wider Coaching Context

Duration: Five modules (4x2 days, 1x1 day), October - July

Fee: £7,500 per person

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

Entry Requirements:

Applicants are expected to have a minimum of three years experience in their respective professions. In addition, they will usually be directly involved in the management, training or development of other professional workers or engaged in consultative work for specific organisations. As such, they will usually hold first degrees or equivalents and/or have professional experience commensurate with that level of training.

Who is the course for?

Managers, leaders, consultants and coaches from any organisational sector. The material studied is highly relevant to the challenges presented by work in the health service and social work.

Aims:

This course aims to give participants the skills to understand where challenges may exist and then to create organisational architectures which encourage creativity, co-operation and distributed leadership. The course deepens an understanding of unconscious workplace dynamics and then develops skills to lead change. This course is the foundation for the Professional Doctorate in Consultation and the Organisation (details upon request).

The course trains participants to take up a 'consultative stance' which they can utilize from within an organisation as a manager, or when working externally as a consultant or coach. The three core modules integrate all areas of the programme:

- Theory Seminars - to engage in dialogue about organisational and human relations concepts, drawing on psychoanalytic-systems theory
- Skills and Interventions - to learn how to take up a consultative stance, using the 'self as an instrument' of change
- Experiential Learning - to take part in experiential groups and a group relations programme offering the unique Tavistock approach of conscious reflection and unconscious engagement on individual and group behaviour

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Tuesdays, 2.00-7.00

Fee: Year 1 - £2,860



Nurses and Health Visitors

Working with Difficult Patients: Psychoanalytic understanding applied to working in psychiatric and forensic settings (ref. CPD38)

- a) Psychodynamic Work with Personality Disordered Patients
- b) Psychoanalytically informed work with 'dangerous' patients: The work of the Portman Clinic
- c) Psychodynamic Understanding of Psychotic Disorders
- d) Working Creatively with Serious Eating Disorders
- e) Melancholia, Dysthymia and Chronic Depression

Reflective Practice with Severe and Enduring Mental Illness (ref. CPD6a)

Reflective Practice with Antisocial Personality Disordered patients: A therapeutic approach (ref. CPD6b)

An Introduction to Systemic Family Therapy: A workshop for nurses in mental health (ref. CPD90)

Working with Violent and Perverse Women in Psychiatric and Forensic Settings (ref. CPD26)

Working with Disruptive Adolescents (ref. CPD65)

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)

Working with Difficult Patients: Psychoanalytic understanding applied to working in psychiatric and forensic settings (ref. CPD38)

5 consecutive days of training on different aspects of "Working with Difficult Patients"

a) Psychodynamic Work with Personality Disordered Patients

Who is this course for?

Mental health nurses, psychiatrists, social workers, psychologists, occupational therapists, probation officers, arts and music therapists.

Aims:

This one day course will offer a model for thinking about patients with personality disorder in mental health and forensic settings. This course will help clinicians reflect on their experience of difficult clinical problems and think about the effect of the patient's difficulties on the clinical setting. The course aims to:

- provide a model for understanding patients who suffer from a personality disorder
- develop the skills for a psychodynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools
- provide practical guidance to the management of patients with personality disorders in the context of their ongoing psychiatric care

Learning Outcomes:

At the end of this period of learning the participants on this programme will be able to:

- Understand the nature of personality disorder
- Make accurate assessments and in particular of their patient's risk
- To begin to engage patients in healthy relationships
- Be able to sustain work with personality disordered patients despite intense provocation

b) Psychoanalytically informed work with 'dangerous' patients: The work of the Portman Clinic

Who is this course for?

All staff who work in institutional settings or in community services, charged with the management and care of these patients/offenders including social workers, probation officers, psychologists, CPNs, psychiatrists, mental health nurses and their supervisors and managers, art and music therapists.

Aims:

- To introduce participants to some core concepts helpful in thinking about such patients/offenders, including violence, sexually damaging behaviours, risk and dangerousness and consultation to staff involved in the management and care of these patients
- To introduce aspects of clinical practice with these patients/offenders including addressing the inevitable impact this work has on the dynamics of the institutions working with them

Learning Outcomes:

The Portman Clinic offers assessment and psychotherapeutic treatment for patients who are disturbed by their delinquency, criminality and violence and by the fact that their sexual activity damages others and themselves. These patients are often referred to as forensic or antisocial personality disordered and are known to social care and psychiatric services and the criminal justice system. Some such clients/patients/offenders make up part of most practitioners' caseloads and not just those working in more acute, forensic or criminal justice settings. The issues of risk and dangerousness are central in the care and management of these patients and offenders, in whatever setting they are in.

c) Psychodynamic Understanding of Psychotic Disorders

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This one day course will offer a model for thinking about patients with psychotic disorders in mental health and forensic settings. This course will help clinicians reflect on their experience of difficult clinical problems and think about the effect of the patient's difficulties on the clinical setting. The course aims to:

- provide a model for thinking about and understanding psychotic disorders
- develop the skills for a psychodynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools
- provide practical guidance to the management of patients with psychotic disorders in the context of their ongoing psychiatric care

Learning Outcomes:

At the end of this learning period the participants will:

- Have a heightened awareness of their own unconscious
- Be able to use their own perception as well as other assessment tools to guide their thinking about their patient's psychology
- Be able to generate a range of hypotheses about the nature of their patient's mental health which uses both psychoanalytic understanding and other research based methods
- Have a greater understanding of the effect of the patient's unconscious on the work of the individual as well as on the team

d) Working Creatively with Serious Eating Disorders

Who is this course for?

All professionals concerned with the care of eating disorder patients, including nurses, psychiatrists, dieticians and psychologists.

Aims:

- To explore, through a series of theoretical and clinical presentations, the underlying personality difficulties of patients with serious and often chronic cases of eating disorders
- To discuss with group members the theory that there are no simple solutions or that any one form of treatment will help every patient.
- To examine the processes through which multidisciplinary groups of staff can work with these patients over time, towards helping them to re-engage with their own development

e) Melancholia, Dysthymia and Chronic Depression

Who is this course for?

Psychiatrists, psychologists, mental health nurses, counsellors, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

- To provide the psychoanalytic ideas which are useful in understanding the nature of serious, complex depressive disorders and which are helpful in treatment approaches to these patients.
- To examine the fundamental basis of complexity and origins of complexity and co-morbidity in depressive disorders
- To describe the role of psychotic and non-psychotic functioning in chronically depressed patients
- To indicate how these ideas can help the management of the patient and understand the way certain patients may evoke reactions in those involved in their care, which may be difficult or unhelpful

Learning Outcomes:

Anyone who has worked with chronically depressed patients will have encountered the defeating forces at work which may wear down everyone's best endeavours. The course aims to provide understandings which help mental health workers process these reactions.

Presentations will combine empirical knowledge from studies of development and genetics with observations made in the intensive psychoanalytic treatment of depressed patients.

Duration: July

Time Commitment: 1 day, 9.30-5.00

Part of 5 consecutive days of training on "Working with Difficult Patients"

Fee: £125 per day; £565 for all five

Reflective Practice with Severe and Enduring Mental Illness (ref. CPD6a)

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This three day course will offer a model for understanding and thinking about patients with a severe and enduring mental illness, particularly focusing on the factors that enhance therapeutic engagement, as well as providing an understanding of the factors that undermine therapeutic engagement. The broad emphasis of the course will be clinical and will make extensive use psychodynamic understanding of the patient and his/her relation with others immediately involved in his/her care.

This is a bespoke course, for up to 50 participants, designed for purchase by mental health trusts and offered to staff as part of the purchasing trusts CPPD programme. It will be delivered on site at the purchasing mental health trust.

The course aims to:

- provide a model for understanding and thinking about psychotic disorders
- develop mental health professionals' capacity to engage with patients who are suffering from a severe and enduring mental illness
- help staff assess their patient's needs, reduce the risk of relapse and assess risk factors
- provide practical guidance to the management of patients with a severe and enduring mental illness in the context of their ongoing psychiatric care

Learning Outcomes:

Improving an understanding of the patient's psychology will improve the staff's capacity to engage with their patients in a positive way that reduces the likelihood of relapse. The course will also help participants develop their assessment skills and particular notice will be paid to risk factors.

Duration: 3 consecutive days, dates to be agreed by purchasing Trust

Fee: £4,500

Reflective Practice with Antisocial Personality Disordered Patients: A therapeutic approach (ref. CPD6b)

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This three day course will offer a model for understanding and working with patients who suffer from antisocial personality disorder. The course will focus on the relationship between the patient's internal world and external reality.

The course will focus on practical ways to engage patients in health promotion and healthy relationships.

This is a bespoke course designed for purchase by mental health trusts and offered to staff as part of the purchasing trusts CPPD programme. It will be delivered on site in the purchasing mental health trust.

The course aims to:

- provide a model for understanding patients with personality disorder
- enhance the participant's capacity to engage their patients and develop a therapeutic relationship
- develop the skills for a dynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools and improves risk assessment
- provide practical guidance to the management of patients with personality disorders in the context of their ongoing psychiatric care

Learning Outcomes:

This course will give participants knowledge that can then be used to facilitate good management and help to engage the patient in health promotion. It will also help participants make accurate assessment of their patient's risk and develop productive care plans.

Duration: 3 consecutive days, dates to be agreed by purchasing Trust

Fee: £4,500

An Introduction to Systemic Family Therapy: A workshop for nurses in mental health (ref. CPD90)

Who is this course for?

Nurses working in mental health services who would like to start developing specific systemic therapeutic skills.

Aims:

The course will provide participants with a chance to learn and explore key concepts in systemic thinking and its application to clinical or organisational practice. These will include hypothesising and circular questions, beliefs, genograms, context, engaging children and adults in the room and thinking about differences and similarities.

Learning Outcomes:

Participants will be able to develop and reflect upon how systemic ideas can be incorporated into nursing practice today.

Participants will also undergo a personal exploration, through role plays and experiential activities, to develop their grasp of systemic concepts and the relevance to their work.

Duration: 3 days, March

Time Commitment: 3 consecutive days, 10.00-4.30

Fee: £321

Working with Violent and Perverse Women in Psychiatric and Forensic Settings (ref. CPD26)

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, art and music therapists, social workers and probation officers.

Aims:

- To provide a model for thinking about and understanding the nature of the difficulties of working with violent and perverse women
- To develop mental health professionals' capacity to engage with this client group
- To develop the skills for a dynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools and improves risk assessment
- To introduce aspects of clinical practice with these patients/offenders, including addressing the inevitable impact this work has on the dynamics of the institutions working with them

Learning Outcomes:

The issue of risk and dangerousness are central in the care and management of these patients and offenders in whatever setting they are in. Knowledge gained from the course will help participants to facilitate good management and to improve assessment and risk assessment skills.

Day 1 - Working with Violent Women

Day 2 - Borderline personality disorder and self-harm

Day 3 - Sado-masochism and its manifestations in the relationships these women have with other adults and with their own children

Duration: 3 days, July

Time Commitment: 3 consecutive days, 10.00-4.30

Fee: £140 per day; £400 for all three

Each day can be purchased separately or as a group.

Working with Disruptive Adolescents (ref. CPD65)

Who is this course for?

Any professional working with adolescents and/or their families.

Aims:

- To explore the particular challenges of working with adolescents
- To further the understanding of this developmental process with its major external and internal changes
- To learn about psychodynamic theories regarding adolescence

Learning Outcomes:

In addition to lectures, there are small working groups looking at actual work presented by participants and discussing it. Different ways of engaging adolescents will be discussed and attention will be paid to the anxieties that the adolescent can arouse, not only in the individual worker who may be trying to help, but also in the wider network.

Duration: 1 week, July

Time Commitment: Monday-Friday, 9.00-5.15

Fee: £643

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)

Entry Requirements:

No professional qualification required but participants are expected to have a practice base in which they can apply learning from the course.

Who is this course for?

All professionals working with children in adversity and all those who work in the adult mental health field, including social workers in both children and family and in adult mental health services, family centre workers, community based mental health professionals e.g. community psychiatric nurses, psychiatrists, psychologists, CAMHS professionals, primary care professionals - GP's health visitors, practice counsellors and practitioners in the voluntary sector.

Aims:

The family systems approach, which addresses the relational contexts for both children and adults and the professional cultures that evolve around them, is ideally suited to facilitating learning across professional and agency boundaries.

This course aims to:

- bring both a family perspective and an integrated approach into work with children in need or children at risk and to be able to assess the needs of young carers when providing services for mentally ill parents.
- provide an opportunity for professionals from both child and adult services to learn together and share practice perspectives and skills
- present best practice in this field

Learning Outcomes:

- Develop skills in inter-professional and inter-agency collaboration, especially regarding the needs of children
- Develop ways of listening to and eliciting children's ideas regarding a parent's mental illness
- Focus on a 'parent' as well as a 'patient' identity when working with those who have had a long immersion in the adult mental health services
- Help parents and children to talk together about their anxieties and their ways of coping
- Use ideas from the family systems approach to understand the unique circumstances of each family and how these impact upon their relationships and their interaction with professionals and services
- Engage the support systems available to families including extended family, professional and other services
- Address cultural diversity and the effects of inequality and social marginalisation

Duration: May-June

Time Commitment: Fortnightly, Tuesdays, 9.30-12.30

Fee: £342

An Introduction to African-Centred Perspectives to Care (ref. CPD62)

Who is this course for?

All practitioners working in the caring profession, including social care and mental health practitioners, educators, nurses, therapists, counsellors and social workers.

Aims:

This course is intended to provide an introduction to African psychology and to develop ideas of an African-centred approach to therapy and care. It will examine various psychological and psycho-social approaches to thinking about work with people of African and Afro-Caribbean descent.

The course aims to:

- examine theoretical understanding of ideas drawn from African-centred psychology and western psychology
- provide an opportunity to critique the accepted western models from an African-centred perspective
- provide a space within which relevant theoretical ideas can be explored and used to inform clinical/social experience
- offer a reflective space to critically appraise and enhance practice

Learning Outcomes:

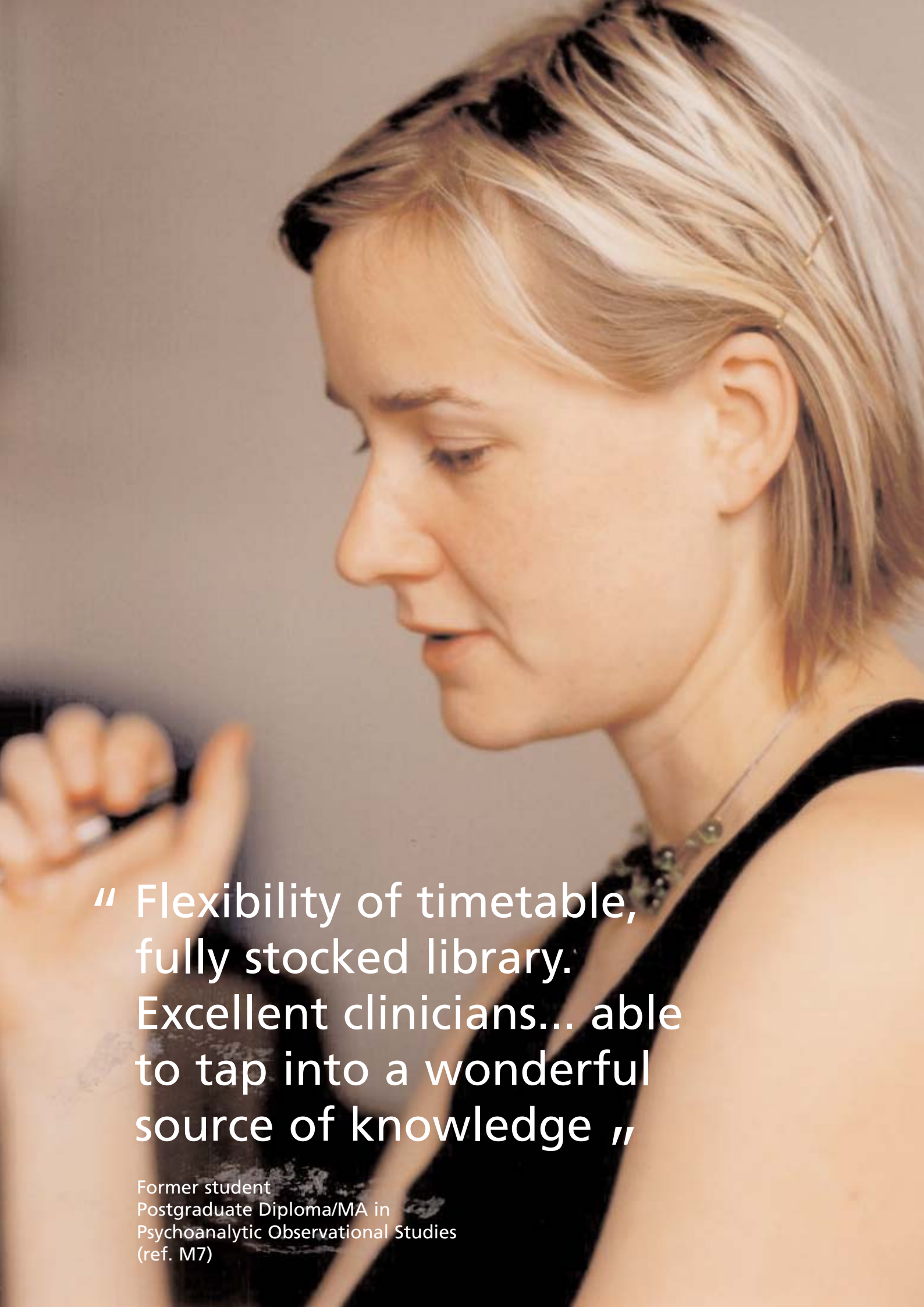
On completion of the course it is intended that participants will have:

- Gained a critical awareness of African-centred psychology as they relate to practice
- Developed their ability to integrate practical experience with theoretical insight from an African-centred psychological perspective
- Gained an insight into the wealth of African-centred knowledge, experience and vision that will allow them to ground their work in both academic and practical understanding
- Demonstrated an appreciation of African-centredness in their private and public lives

Duration: May-June

Time Commitment: Weekly, Mondays, 9.30-12.00

Fee: £428



“ Flexibility of timetable,
fully stocked library.
Excellent clinicians... able
to tap into a wonderful
source of knowledge ”

Former student
Postgraduate Diploma/MA in
Psychoanalytic Observational Studies
(ref. M7)

Relating to Self-harm and Suicide in Adolescents and Young Adults (ref. CPD29)

Who is this course for?

All professionals in health and social care working with young people (adolescents and young adults) who self-harm and/or are suicidal.

Aims:

The course aims to help participants:

- develop helpful working relationships with young people who self-harm and/or are suicidal and to understand the key dynamics in these relationships
- gain and develop understanding of key approaches to working with these young people within health and social care organisations, applying the framework of the NICE guidelines and contemporary psychodynamic theory and practice to develop effective ways of assessing and intervening
- critically reflect on and improve their own practice and gain greater confidence and knowledge of work with these young people

Learning Outcomes:

- Increased knowledge of the current frameworks for practice (including the NICE guidance)
- Developing in-depth knowledge for relating to young people who self-harm and/or are suicidal, including knowledge of the dynamics in relationships
- Learning how to apply the psychodynamic and adolescent developmental frameworks to understanding self-harm and suicidality in young people
- Through sharing discussion of your own practice, gaining greater understanding and confidence of how to assess and intervene effectively in your work role in these situations

Duration: April-July

Time Commitment: Weekly, Tuesdays, 4.00-7.00

Fee: £536

Families and Beyond: An introduction to systemic thinking (ref. CPD94)

Who is this course for?

The course is open to those from all walks of life. It is for parents, carers, young people, students, older people, managers, professionals and all those who would like to find out more about systemic thinking and practice.

Aims:

The course aims to help participants learn new ways of thinking about and negotiating personal and work relationships as well as many other applications of systemic ideas.

Systemic thinking provides invaluable conceptual tools to help people navigate the complexities of contemporary living and working, as well as practical skills for taking more empowered and reflexive positions.

Participants may use the course to determine whether they wish to continue with further systemic training.

Learning Outcomes:

The course will enable participants to develop:-

- a shift in thinking, from a focus on individuals to an ability to think about families, organisations and networks
- an understanding of the influences from previous generations on current families and other close relationships
- a fresh perspective on 'stuck' patterns or difficulties in the work place, including the effects of organisational change
- the ability to think and talk about identities and positions within a diverse and multi-cultural society
- new understandings of the complexities of contemporary political conflicts and their representations in the media
- creative ideas to aid understanding of literature, drama, films and the visual arts

Duration: October-December

Time Commitment: Weekly, Tuesdays, 5.00-7.30

Fee: £403

Risk - A Relational Perspective: Psychodynamic approaches to assessing and managing risk (ref. P20)

Who is this course for?

All professionals who work in criminal justice or mental health settings and for professionals whose work brings them in contact with individuals who present a risk of harm to others. Also suitable for those who assess and manage risk of harm to self and others in individuals with severe psychopathology, in secure and community settings. The course has been in the past attended by participants from a wide range of backgrounds and settings, including staff at junior levels and those in senior or management roles.

Aims:

This course offers an innovative framework for understanding the complex and subtle issues involved in assessing and managing risk of violence and sexual offending. Traditional approaches to risk assessment are useful in identifying groups of individuals who pose a high risk, but such approaches can be rather blunt when formulating the risk profile for a particular individual. Consequently, the field of risk assessment is moving from a reliance on actuarial instruments and risk prediction, to one of risk formulation. The aims and objectives of the course are to familiarise participants with a relational approach which will aid and develop their capacity to make risk formulations based on a comprehensive range of factors.

Learning Outcomes:

This course introduces participants to the elements of a psychodynamic model that are useful in risk assessment and offers a systematic approach to risk formulation. Our approach addresses the significance of childhood development, understanding violent and sexually violent acts and the complex interpersonal processes involved in managing violent individuals. These dynamic processes between people, impact on risk and risk perception, can distort judgement if not recognised and understood. This knowledge will increase competencies of participants and will facilitate thinking about the individuals in their care. This will improve the quality of the work of the individual, the team and the service.

Duration: October-December

Time Commitment: Weekly, Thursdays, 9.30-12.30

Fee: £612

This can be offered as a bespoke course.

Informing Practice in Forensic Work: The Portman perspective (ref. CPD13)

Entry Requirements:

Psychodynamic thinking, as applied to forensic work, may be acquired through previous experience of such courses as "Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence" (CPD70) (page 32), "Working with Delinquency and Perversion: An application of psychoanalytic theory" (CPD11) (page 52) or the equivalent.

Who is this course for?

Professionals working with patients and clients who show signs of delinquency and/or sexual perversion. Participants may be from settings for patients or clients who have committed offences of a violent or sexual nature, or they may be working with people who are in danger of such problems.

The course will be useful for those working in all areas, including the private sector, where there is a need to understand delinquent, violent or sexually harmful behaviour in both adults and young people. It will be especially relevant for professionals working in the forensic field including nursing, psychiatry, social work, psychology, psychotherapy and education.

Aims:

This course introduces participants to the elements of a model of work with forensic patients, through reading, supervision and reflective practice.

It aims to:

- provide an introduction to key concepts including Core Complex, the Intergenerational Transmission of Trauma and The Victim in the Abuser.
- provide an experience of psychodynamic supervision of ongoing work with individuals or groups of forensic patients, or with the network surrounding them. This will be by means of the technique of reflective practice, something needed by all practitioners exposed to the stress of such work.

Learning Outcomes:

By the end of course, participants will be beginning to be able to apply the theoretical concepts to working with patients/clients in their own setting and to share these with colleagues in a mutually supportive fashion.

This 10-week course can be taken as a stand alone option or can form the 1st term of a 1 year course in which further theoretical issues are explored and the understanding gained is deepened and expanded.

Duration: March-July

Time Commitment: Weekly, Wednesdays, 2.30-6.00

Fee: £475

Working with Delinquency and Perversion: An application of psychoanalytic theory (ref. CPD11)**Entry Requirements:**

It would be an advantage, but not essential, to have completed "Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence" (CPD70) (page 32) prior to this course.

Who is this course for?

Professionals working in psychology, medicine, social work, psychotherapy, nursing and related disciplines, at any stage of their career wanting a good grounding on psychoanalytic ideas relating to forensic patients.

Aims:

The objective of the course is to provide ways of thinking about this patient group who, because of their way of relating and their impact on professionals, frequently inhibit the professional's capacity to think clearly.

Learning Outcomes:

Participants will be offered the opportunity to attain a good grasp of the main psychoanalytic principles and to gain an appreciation of meaning attached to patients' actions and their origins in the unconscious.

Through this understanding it is to be hoped that the worker will feel more equipped in their management and treatment of their patients.

Duration: January-June

Time Commitment: Fortnightly, Tuesday evenings, 6.00-8.00

Fee: £403

Enactment: From concrete to symbolic thinking in forensic and psychotic patients (ref. CPD45)**Who is this course for?**

Relevant for all professionals involved in work with patients who expose the clinician to severe psychopathology.

Aims:

The aim of the course is to help clinicians gain greater insight into their clinical work and demonstrate how this deeper understanding in the clinician can lead to a move from the concrete to more symbolic modes of thinking in the patient.

Learning Outcomes:

Its objective will be to explore all areas of concrete enactment and its place in severe psychopathology, in particular how psychoanalytic theory contributes to the deeper understanding of psychotic, violent and sexual behaviour in our patients. This will improve the work of those involved in working with such patients.

Duration: January-June

Time Commitment: Fortnightly, Thursday evenings, 7.30-9.30

Fee: £474

Workshops for Named and Designated Child Protection Professionals: Nurses (ref. CPD14n)

Who is this course for?

Named and designated child protection nurses

Aims:

- To provide an opportunity to explore the roles and tasks of the designated or named professional in their settings
- To examine how they will take up these roles and tasks within their workplace
- To examine how their supervisory and management responsibilities for child protection work will be discharged within their setting
- To discuss case management and the dilemmas faced by named professionals

Learning Outcomes:

Learning is based on the participant's own practice as a designated and named professional and focuses on four inter-related functions of the designated and named professional:

- Ensuring the implementation of Trust tasks and policies in relation to child protection
- Focusing on staff practice in child work
- Facilitating staff's professional practice in relation to child protection work
- Managing inter-agency relationships and demands

Learning is also based on the struggle to mediate effectively and creatively between these four functions. Participants will have the opportunity to reflect and work on the issues and feelings engendered by the clinical work entailed in child protection work.

Duration: October-July

Time Commitment: Monthly, Wednesdays, 9.30-12.00

Fee: £536

Child Development, Attachment and Neuroscience Research for Professionals Working with Infants and Young Children (ref. CPD28)

Who is this course for?

Anyone working with children, young people and families, or in adult therapeutic work, who wishes to gain knowledge in, or catch up with, some of the important recent developmental science research. The research should be relevant to the applicant's interests

Aims:

To give participants a solid grounding in research, child development, neuroscience and attachment theory, grounded in an awareness of cultural issues and aimed at providing information to practitioners in an accessible and interesting way.

Learning Outcomes:

- Increased understanding of attachment, neuroscience and developmental psychology research
- The ability to apply these concepts in a work setting
- A deeper understanding of the relevance of the research to practice

Duration: October-July

Time Commitment: Fortnightly, 1¼ hour lectures

Fee: £350

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

Who is this course for?

Anyone who is interested in gaining some psychoanalytic understanding of sexual perversions, delinquency and violence. It is hoped that it will interest those who have recently graduated in any degree and who may be thinking about, have already embarked upon, or have already completed trainings in clinical psychology, social work, medicine, probation, nursing (including psychiatric) or other related fields.

Aims:

To provide an introduction to a psychoanalytic way of thinking about difficult patients suffering from delinquency, violence or a sexual perversion in an accessible way, for participants with no prior knowledge of either psychoanalysis or forensic patient groups.

Learning Outcomes:

Participants would find these talks informative, gaining a psychoanalytic view of the problems people encounter and an understanding of the contribution of those working in what has become known as the forensic sector.

Participants will be able to develop a capacity to think about the behaviour of difficult patients and how to attach some meaning to their actions with a view to understanding sufficiently to assist the patient to develop some insight.

Duration: October-July

Time Commitment: Monthly, Tuesday evenings, 6.15-7.45

Fee: £321

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Entry Requirements:

There are no formal requirements, but participants are expected to work in mental health in some capacity. It is also expected that participants will consult the literature provided and be prepared to bring clinical material for work discussions.

Who is this course for?

Adult mental health professionals and teams; CAMHS professionals and teams; adult, child and adolescent psychiatrists; privately practising adult, child and family psychotherapists; school and university counsellors; NHS managers; social workers, social care managers; GPs; health visitors, midwives; voluntary sector workers; voluntary sector project managers; mental health and social care researchers.

Aims:

The objective of the course is to contribute to an integration of issues of race, culture and ethnicity in mental health assessment, treatment and care in the mental health workforce generally. It aims to enable mental health professionals acquire cross-cultural understanding, confidence in their abilities to work efficiently cross-culturally and specific interviewing, assessment and supervision skills.

Learning Outcomes:

Participants will acquire:

- a dynamic understanding of race, culture and ethnicity
- an ability to integrate culture, race and ethnicity with professional frameworks in case discussions
- cross-cultural observation skills
- cross-cultural interviewing and assessment skills
- cross-cultural supervision skills
- an awareness of relevant literature
- increased confidence in cross-cultural mental health work

Duration: October-July

Time Commitment: Monthly, Monday evenings, 7.00-9.00

Fee: £70 per session; £610 for whole course

Participants can sign up for individual sessions or the whole course



“ Course design is excellent from microscopic to telescopic perspective on our work with patients ”

Former student
Postgraduate Diploma/MA in Foundation Course in
Psychodynamic Psychotherapy (Part 1: Qualifying Course in
Psychodynamic Psychotherapy) (ref. D58)

Introduction to Counselling and Psychotherapy (ref. D12)

Who is this course for?

Any professional who is interested in the wider understanding of psychotherapeutic work. The course will also be of particular interest to doctors pursuing careers in psychiatry or general practice, psychologists, nurses, social workers, NHS counsellors.

Aims:

- To introduce the range of psychotherapeutic work, including different paradigms and modalities within the public sector
- To develop understanding of the relevant aspects of psychodynamic theory.
- To engage participants in the application of psychodynamic theory to aspects of their own working life.
- To develop an understanding of unconscious processes.
- To critically reflect on the importance of primitive ways of communicating in the work setting.
- To define and understand processes which interfere with the therapeutic encounter.

Learning Outcome:

Participants will develop an understanding of the underlying dynamics present in the complexities of the health and social care environment.

A psychoanalytic theoretical framework, together with the experience of the clinical discussion seminars, will help participants develop their knowledge and understanding of therapeutic relationships. This will assist in the delivery of care, treatment and the assessment of risk.

The development of the understanding of group and institutional dynamics will assist participants involved in management and supervision of staff and services.

Approved by the Royal College of Psychiatrists for CPD and recommended by the British Psychological Society for CPD.

Duration: October-July

Time Commitment: Weekly, Tuesdays, 9.30-12.30

Fee: £1,875

Understanding Trauma: Principles and practice (ref. D18)

Entry Requirements:

Participants should be, or have experience of, working with traumatised individuals and have an interest in deepening their understanding and competence in working with trauma and more complex and chronic presentations.

Who is this course for?

Professionals whose work includes working with the psychological aftermath of traumatic experiences. It is relevant to those working within specialist trauma services, refugee services and those working in generic settings includes working with trauma.

Aims:

- To develop and deepen participants' understanding of the impact on the mind of traumatic events, as understood within a psychoanalytic framework
- To extend participants' understanding of the contribution psychoanalytic ideas can make to therapeutic work with traumatised individuals and groups, and how these ideas linked with other interventions e.g. trauma focussed CBT and EMDR
- To develop participants' capacity to reflect on their own working practice, the impact on themselves of working with traumatised individuals and possible links between the two

Learning Outcomes:

Increase participant's competence and ability to work with trauma, including working with complex and chronic trauma presentations.

Duration: October-July

Time Commitment: Weekly, Thursdays, 2.00-6.00

Fee: £1360

Postgraduate Certificate in Child, Adolescent and Family Mental Well-being: Multidisciplinary practice (ref. D24)

Entry Requirements

Participants are normally expected to have at least two years practice experience since qualification and to be working with children and/or families experiencing difficulties.

Who is this course for?

This new multidisciplinary programme of study is designed to provide an advanced level of study for nurses (paediatric, child protection and Looked after Children's nurses) counsellors, social workers, child and adolescent primary mental health care workers, CAMHS practitioners, nursing practitioners and fostering and adoption staff and carers.

It can be taken as a stand-alone course and can also lead to one of five specialist pathways leading to Diploma/MA programmes.

Aims:

- To provide a solid introduction to child, adolescent and family mental health, assessment, early intervention, treatment and appropriate referral on where required
- To develop a theoretical framework for understanding child, adolescent and family development and family functioning
- To develop advanced knowledge, clinical capabilities and skills in working with children adolescents and their families drawing upon psychodynamic and systemic theories
- To become capable of undertaking informed early assessment, skilful and effective preliminary work and/or know how and where to refer children, young people and families on for more specialised treatment
- To develop a framework for understanding the organisational dynamics of child care and mental health practice and in particular the factors that can impede effective communication, care planning and effective treatment outcomes
- To gain an enhanced professional expertise, particularly in working with unconscious and systemic processes in families and organisations

Learning Outcomes:

The course is underpinned by the Common Core of Knowledge and Skills central to the Every Child Matters agenda, which has shaped child care policy and practice in England and Wales and is informed by the Core CAMHS competences (DoH 2007).

It also seeks to address and promote the Integrated Children's Service Agenda, through ongoing and specially designed teaching strategies throughout the year.

A generally better understanding of the policy drivers and benchmarks' of good practice (and of evidence bases where they exist).

A sense of authority in work with children and families and a knowledge of what can be done and what might need to be undertaken by others, effective signposting and referral to other services.

The capacity to engage inter-disciplinary colleagues in thinking about best practice for any given child or family and the capacity to work with and across other agencies.

Duration: October-July

Time Commitment: Weekly, Mondays

Fee: £2610

Advanced Diploma in the Dynamics of Mental Health Practice (ref. D65)

Who is this course for?

Mental health practitioners who have at least two years post-qualification experience in their relevant discipline. For example, nursing, social work, occupational therapy, psychiatry and psychology. It may also be suitable for other professionals who have demonstrated the capacity to study at this level and would benefit from this learning.

Aims:

- To provide an understanding of normal and abnormal human development and its relevance to mental health work
- To develop an appreciation of the therapeutic use of self in clinical practice
- To develop the capacity for more meaningful, accurate risk assessment
- To enhance safe practice
- To reflect on the importance of conscious and unconscious communications in the work place
- To identify and understand individual and group processes that interfere with effective working
- To develop skills to monitor self in relation to others in the workplace

Learning Outcomes:

Through a combination of theoretical lectures, reading seminars and clinical case discussion, the student will develop an understanding of the underlying dynamics present in the complexities of the health care environment. This will enhance their capacity to develop therapeutic relationships and become more effective in care, treatment and the assessment of risk. It will also improve their understanding of institutional dynamics together with staff management and clinical supervision.

The course is an Advanced Diploma at Level 3. It is accredited by Middlesex University and the successful student will receive 60 APEL credits.

Duration: October-July

Time Commitment: 1 day per week, 23 teaching days

Fee: £22,069

The course is delivered as a package in the purchasing Trust, for maximum 15 students.

Postgraduate Certificate/Diploma/MA in Working with People with Eating Disorders and Body Image Disturbance (ref. D9)

Who is this course for?

Any professional groups working with patients with eating disorders or body image disturbance, such as doctors, nurses, dieticians, psychotherapists and psychologists.

Aims:

- To enable students to reflect on the dynamic relationships with their patients and to become more aware of their own feelings and the role these play in the work
- To examine their own defences, as well as those of colleagues and institutions, when faced with the reality of young chronic patients who engender feelings of helplessness and despair
- To offer theoretical input which may stimulate further thought and suggest new ways of understanding
- To work towards the integration of new ideas by the detailed discussion of actual working situations
- To understand the importance of early experience in later attitudes to food and eating
- To tease out some of the unconscious meanings and associations of food and eating and to consider how these might help in the understanding of the psychopathology of eating disorders

Learning Outcomes:

- Knowledge: current literature, range of theoretical perspectives, historical development
- Thinking skills: reflect on own role, understand your own and others' difficulties in the work, monitor your own attitudes
- Subject-based practical skills: observe details of interaction, write an accurate account based on observation, follow and engage in detailed discussion of clinical work
- Skills for life and work (general skills): formulate clinical hypotheses, evaluate interventions, present views verbally in a group

Duration: 2 years, October-July

Time Commitment: Weekly, Thursdays, 11.30-4.00

Fee: Year 1 - £2,294

Postgraduate Certificate/Diploma in Applied Systemic Theory (ref. D4)

Entry Requirements:

Applicants should have a minimum of two years post-qualifying work experience and should be employed or find a work placement in a setting which enables them to apply systemic ideas to their ongoing work.

Who is this course for?

Applicants usually need to have a professional qualification in the field of psychology, nursing, social work, psychiatry, teaching, occupational therapy, counselling or general practice.

Aims:

- To teach course participants to develop a systemic theoretical framework. The curriculum is based on an examination of the development of systemic ideas, including an introduction to current thinking and debates in the field.
- To develop an interactional perspective for working with individuals, couples, families, work groups and organisations and help to apply systemic ideas to their current practice.

Learning Outcomes:

Participants gain knowledge of the history of systemic ideas, philosophical underpinnings and wider cultural discourses and their place in the systemic theoretical frame. Participants develop an ability to analyse and critically evaluate theoretical ideas, to reflect on their practice and connect it to personal and professional development. They also develop a recognition of their own and others' involvement in their practice. Participants are expected to design a clinical research project.

Engagement and interviewing skills, providing interventions with families, working with specific issues and contexts and undertake research. Broader skills include: self reflexivity, communication, capacity to observe and engage with difference, to be able to recognise and manage issues of power and discrimination, work in multidisciplinary teams.

Duration: 2 years, October-July

Time Commitment: Weekly, Fridays, 2.00-5.30

Fee: Year 1 - £1,677

Masters in Systemic Psychotherapy (ref. M6)

Entry Requirements:

Applicants must have the following pre-requisites:

- Successful completion of an introductory and intermediate level course in family therapy and/or systemic approaches
- Employment or placement in a work setting which enables the applicant to practice systemic psychotherapy while attending the course for at least 100 hours per year.

Who is this course for?

It recruits from a wide range of associated disciplines and professions such as social work, clinical psychology, psychiatry, and nursing.

This is the oldest and first university-validated Family Therapy training qualification in UK. It is situated in a working NHS clinic, is accredited by the Association for Family Therapy and entitles its graduates to register with the United Kingdom Council of Psychotherapy.

The numbers of applications received for this course attest to its reputation of highest quality of training, also to the recognition amongst managers and employees of its relevance to the work undertaken in the NHS.

Aims:

- Models for conceptualising a wide range of presenting problems
- Ability to deliver and promote a high standard of systemic practice using a wide range of therapeutic skills and interventions with a diverse range of clinical work including complex and highly charged issues
- A theoretical framework to enhance clinical practice and leadership in key areas of professional practice - clinical, managerial and educational and particularly in challenging NHS contexts involving risk, uncertainty or complex clinical or organisational issues
- An awareness of how personal experiences affect professional work
- A thorough understanding of matters of difference and the impact of gender, race, culture and sexual orientation on individuals, families and the process of therapy

Learning outcomes:

- Includes inter-related theoretical, research and clinical studies as well as modules that connect the personal professional development of the therapist
- Participants work weekly in supervision groups within a CAMHS setting, taking on a range of referrals
- Includes adult mental health and different family constellations, including couples work and work with individuals
- In term 2, year 2, participants go on placement in pairs to primary care settings

Duration: 2 years, October-July

Time commitment: Monthly, Thursdays and Fridays, 1.00-6.00

Fee: £4,220

Postgraduate Diploma/MA in Psychological Therapy with Children, Young People and Families (ref. M34)

Entry Requirements:

Experience of working with children, young people or families, and therapeutic skills and/or aptitude.

Who is this course for?

Nurses, CAMHS practitioners, counsellors, social workers, psychotherapists, creative arts therapists, child and adolescent primary mental health care workers and others who work with children and families.

Aims:

This course will train professionals who wish to work therapeutically in child mental health settings with children, parents, young people and families. It is designed to equip participants for a role that has become increasingly needed in the CAMHS workforce. It will provide foundations in developmental theory, key presenting issues in CAMHS, an understanding of systemic, psychoanalytic and other (evidence based) modalities and offer a range of supervision and forums for case presentation in which people will develop a number of specialist areas of therapeutic understanding and practice.

Learning Outcomes:

- Excellent clinical skills
- Good skills in undertaking CAMHS assessments
- Solid understanding of presenting issues in children and key diagnostic categories
- Good understanding of research methods pertaining to the field
- Ability to deliver evidence-based treatments
- Good understanding of key attachment, neuroscience and developmental psychology research
- Systemic family therapy skills enabling work with families and networks
- Psychodynamic skills and understandings in working with children, young people and parents
- A good understanding of key therapeutic concepts

Duration: 3 years, October-July

Time Commitment: tbc

Fee: £3,100

Rapidly changing states of mind, characteristic of all young people, make it difficult for many practitioners to think clearly and to communicate effectively with this age group

Our training is aimed at understanding the impact of adolescent states of mind on carers and workers, in order to support them in developing more effective and therapeutic approaches

Postgraduate Certificate/Diploma/MA in Psychodynamic Approaches to Working with Adolescents (ref. M33)

Entry Requirements:

Participants will hold a first degree or equivalent, but application is also encouraged from individuals without a formal qualification, who can demonstrate extensive experience in a working role with young people, which they must hold throughout the course of study.

Who is the course for?

All NHS professionals working directly with adolescents.

Aims:

The course is specifically designed for those working with young people and covers the adolescent developmental process from a broad psychoanalytic perspective, as well as taking into account biological and social influences on development. The course provides an introduction to the problems and disturbances of adolescence.

To provide a distinctive, multidisciplinary training for mainly front-line workers who will be equipped as practitioners to work across the adolescent age range and think across service boundaries.

To help students to become highly specialised in applied psychoanalytic practice, as it relates to their role in work with young people and in the teams and organisations in which they operate

To provide a forum for developing self-reflective practice, greater observational capacities and therapeutic communication with young people.

To provide an opportunity to study the 16-25 age group highlighted by many social policy documents recently as being a group in particular need of specialist services and hence of training for staff working with this group.

Learning Outcomes:

- To develop greater skill in self-reflection in their work with young people, often in situations where there is a high degree of anxiety concerning risk
- To develop their observational capacities in their working interactions with young people, and in their interactions with colleagues, thus reducing the tendency to respond in ways that heighten anxiety within the system, or demand additional resources
- To develop skill in observing and responding appropriately to group, team and organisational processes that can prevent effective collaborative work

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Tuesdays, 10.00-1.00

Fee: Year 1 - £1,644

Postgraduate Diploma/MA in Child Protection and Complex Child Care (ref. M22)

Entry Requirements:

Nurses and health visitors must be registered with the Nursing and Midwifery Council, have at least 3 years post-registration work experience and be in full or part-time work with children or families.

Who is this course for?

Nurses, social workers and CAHMS therapists, practitioners and primary care workers.

Aims:

- To understand and work with child maltreatment in your working role, including understanding unconscious processes in individual, familial and organisational contexts.
- To work better inter-professionally and with sensitivity to diversity and needs of service users.
- To become authoritative and confident in a leadership role.

Learning Outcomes:

You will understand the origins and impact of abuse on children and their development, understand why abuse occurs and have a conceptual framework for effective work. Diversity and service user perspectives are emphasised as is multi-professional work. Your casework will be discussed in supervision groups, which will address practice and risk issues and the capacity to work effectively in situations of risk and uncertainty.

You will learn to think about how work with abuse impacts on individuals, teams and organisations and in multi-agency communication. You will have an introduction to the family dynamics of abusive families and their impact on all who work with them. You will develop greater capacity or reflection and use your own personal experience to enhance your understanding and be able to make effective interventions.

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Thursdays, 9.00-5.00

Fee: Year 1 - £2,671

MA in Child and Adolescent Primary Mental Health Care Work (ref. M42)

Entry Requirements:

Candidates are normally expected to have at least three years' practice experience since qualification and be in full or part-time work with children, young people and/or families experiencing difficulties (this may include managing, teaching or supervising staff).

Normally, an appropriate professional qualification relevant to their chosen career. Nurses should be registered with the Nursing and Midwifery Council and active social workers should have a CQSW or Dip. SW or equivalent to undertake the AASW.

Who is this course for?

This multidisciplinary course was commissioned by the National CAMHS support service/CSIP to develop the knowledge, skills and capabilities of Child Primary Mental Health Workers (PMHWs), as part of the newly emerging CAMHS workforce.

This programme will also be of interest to anyone working in front-line primary care, who would like to develop their knowledge, skills and practice capabilities in the field of child, adolescent and family mental health.

Aims:

- To develop capabilities in promoting psychological and emotional well-being; working with mental health difficulties in children, young people and families; in supporting front line staff through supervision, liaison and consultation and or training in their work in this multi-agency setting
- To develop knowledge and skills in the complex field of child, adolescent and family mental health

Learning Outcomes

You will integrate multimodal theoretical frameworks, drawing upon psychodynamic and systemic theory for understanding, safeguarding and promoting good developmental outcomes and emotional and psychological well being for children, young people and families.

You will develop the capabilities to effectively recognise children's mental health strengths and difficulties and to intervene and refer on appropriately, when necessary.

You will develop consultation/liaison, supervision and training skills, enabling your development into primary care professionals and healthcare workers within universal services.

You will develop greater capacity for reflection and will develop clinical capabilities and competencies in direct and indirect work with children and families with psychological and mental health difficulties - through the use of a variety of therapeutic techniques, through liaison, supervision and consultation.

Professional accreditation: The course has been accredited by the GSCC for the Advanced Award in Social Work (Children, Young People and Families) and is informed by the PMHWA competences framework (DoH 2005)

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Thursdays, 9.00-5.00

Fee: Year 1 - £2,713

Postgraduate Diploma/MA in Psychoanalytic Observational Studies (ref. M7)

Entry Requirements:

- First degree or equivalent
- Previous experience of working in a professional capacity directly with children, young people, parents or families (minimum 1 year full-time equivalent)
- Current direct work with children, young people, parents or families (minimum one day a week if substantial previous experience)

Who is the course for:

Professionals working with children, adolescents, parents and families in health, mental health, children's services, youth offending teams and community work.

Aims:

- To extend and deepen an understanding of human development and the inter-relationship between external and internal factors, within a psychoanalytic framework, for professionals who are already working with children, adolescents and families
- To increase the number of professionals working directly with children and families in the community, who have developed the capacity for close observation and have acquired a sound psychoanalytic framework for understanding the dynamics of human interaction and to extend their capacity for appropriate intervention
- To extend an awareness of psychoanalytic thinking and the usefulness of thoughtful, close observation to participants whose aptitudes may lead to becoming senior practitioners or managers responsible for recruitment and training, who will make use of this awareness in policy making
- To encourage participants whose abilities may provide them with opportunities to develop and apply this model of teaching to training and professional development in their work setting

Learning Outcomes:

- Develop the ability to apply insights from psychoanalytic thinking and child development research to work settings with children, young people and their parents
- Observe the development of a new-born baby through weekly observation and to compare and contrast the observed baby with up to four others to begin to see the rich diversity of healthy child development in a variety of social and cultural contexts

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Mondays or Wednesday evenings

Fee: Year 1 - £2,043

Postgraduate Diploma/MA in Early Years Development: Infant Mental Health (ref. M9)

Entry Requirements:

Graduates and/or early years professionals with experience in this field, who are currently working with this age group.

Who is the course for?

For early years managers, nursery heads and staff, family social workers, health visitors, midwives, paediatric nurses, clinical psychologists and parent-infant practitioners

Aims:

- An experiential and theoretical approach to understanding children's emotional, social and cognitive development
- Understanding infant and young children's behaviour, play and communications - early identification and assessment of difficulties
- Developing a therapeutic approach to work with parents, infants and young children including group, individual and family interventions
- Developing relationships of infants and children within the family context
- Examining emotional and behavioural problems which can affect this age group
- Looking at factors which promote healthy emotional development of infants and children
- Responding to families where problems include: attachment and parent-infant relationship difficulties; post-natal depression; clinginess and separation anxiety; feeding and sleep difficulties; tantrums and disruptive behaviour; communication and developmental delay in young children

Learning Outcomes:

- Greater understanding of infant and young child development
- Enhanced observational skills
- Greater understanding of infant and young children's non-verbal and verbal communications and behaviours
- Greater skills in assessing behavioural difficulties and underlying family problems
- Awareness of the emotional and behavioural problems which can affect this age group

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Wednesdays, 10.00-3.15

Fee: Year 1 - £2,043

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

Entry Requirements:

Applicants are expected to have a minimum of three years experience in their respective professions. In addition, they will usually be directly involved in the management, training or development of other professional workers or engaged in consultative work for specific organisations. As such, they will usually hold first degrees or equivalents and/or have professional experience commensurate with that level of training.

Who is the course for?

Managers, leaders, consultants and coaches from any organisational sector. The material studied is highly relevant to the challenges presented by work in the health service and social work.

Aims:

This course aims to give participants the skills to understand where challenges may exist and then to create organisational architectures which encourage creativity, co-operation and distributed leadership. The course deepens an understanding of unconscious workplace dynamics and then develops skills to lead change. This course is the foundation for the Professional Doctorate in Consultation and the Organisation (details upon request).

The course trains participants to take up a 'consultative stance' which they can utilize from within an organisation as a manager, or when working externally as a consultant or coach. The three core modules integrate all areas of the programme:

- Theory Seminars - to engage in dialogue about organisational and human relations concepts, drawing on psychoanalytic-systems theory
- Skills and Interventions - to learn how to take up a consultative stance, using the 'self as an instrument' of change
- Experiential Learning - to take part in experiential groups and a group relations programme offering the unique Tavistock approach of conscious reflection and unconscious engagement on individual and group behaviour

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Tuesdays, 2.00-7.00

Fee: Year 1 - £2,860

Postgraduate Diploma/MA in Working with Groups (ref. D11)

Entry Requirements:

Participants will need to demonstrate some experience of working in or with groups. Settings could include primary care, CAMHS teams or CMHTs, residential or inpatient settings, youth offending services, services for older adults.

Who is this course for?

Professionals in services which offer group work with service users, as well as those working within project groups and teams. This includes all areas of child and adult mental health, in primary care, community multidisciplinary teams, in-patient and residential settings. The course content is also particularly relevant for those working in multi-agency settings.

- For professionals working with groups of clients
- For members of public sector teams, work groups or services
- For team leaders and managers of groups and teams including: nurses, occupational therapists, social workers, counsellors, ward managers, CAMHS managers, CMHT and counselling services, managers of residential services

Aims:

- To provide introductory training, through reading, lectures, work discussion and experience, in looking at groups by their own membership, in order to deepen understanding of how groups function and to develop awareness of what happens in group dynamics that may enhance or inhibit the effectiveness of groups and teams
- To assist participants who are required to work in groups, to create a framework for thinking about all aspects of group, team and organisational functioning
- To help course members understand more about particular issues in group functioning, including role, task, boundary, leadership and followership, difference and diversity, group size and clarity of membership
- To apply learning to all aspects of group, team and organisational life
- To provide a course for those with a personal interest in developing their understanding of group functioning

Learning Outcomes:

- A greater understanding of group dynamics effective and dysfunctional process
- An understanding of open systems and psychodynamic approaches to understanding groups
- Achieving a greater self-awareness and understanding of the roles people take up in groups, and how they contribute to group functioning
- Developing specific effective skills in role as a group leader, manager, facilitator or member

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Fridays, 9.15-1.15

Fee: Year 1 - £1,970

Postgraduate Certificate/Diploma/MA in Strategic Leadership and Management (ref. M26)

Entry Requirements:

- Normally a relevant first degree, degree equivalent or evidence of other post-registration education/experience and an appropriate professional qualification relevant to their chosen career
- Normally at least three years practice experience in the NHS for which they have management responsibilities

Who is the course for?

This inter-professional, multidisciplinary course is designed for leaders and managers in social, health and education services and voluntary sector projects.

Aims:

- To extend the understanding of management within social care, education and health and to apply this understanding to the workplace, thereby improving leadership and management skills and the quality of service provision
- To facilitate the advanced study of organisations, their leadership/management and the changing external context in which managers operate
- To develop knowledge and understanding of key areas of leadership and management that challenges students to think about the whole organisation and not just localised management

Learning Outcomes:

At the end of this course students will be able to:

- Identify, explain and discuss contrasting approaches to the analysis of organisations and distinguish between the purposes and structures of public sector organisations
- Become more aware of and understand change issues at individual, group and organisational levels in the public sector environment
- Understand the importance of strategy and leadership in the public sector and the context in which they operate
- Improve outcomes for service users
- Work in partnership with other organisations
- Develop the capacity to work with under the surface processes in individual, group and organisational contexts
- Develop effective multidisciplinary and inter-agency communication

Duration: Up to 3 years, October-July

Time Commitment: Monthly, Thursdays and Fridays, 9.30-5.30

Fee: Year 1 - £2,417



Adult Psychotherapists

Understanding Couples (ref. CPD55)

Working with Difficult Patients: Psychoanalytic understanding applied to working in psychiatric and forensic settings (ref. CPD38)

- a) Psychodynamic Work with Personality Disordered Patients
- b) Psychoanalytically informed work with 'dangerous' patients: The work of the Portman Clinic
- c) Psychodynamic Understanding of Psychotic Disorders
- d) Working Creatively with Serious Eating Disorders
- e) Melancholia, Dysthymia and Chronic Depression

Reflective Practice with Severe and Enduring Mental Illness (ref. CPD6a)

Reflective Practice with Antisocial Personality Disordered patients: A therapeutic approach (ref. CPD6b)

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)

An Introduction to African-Centred Perspectives to Care (ref. CPD62)

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)

Working with Couples (ref. CPD66)

Risk - A Relational Perspective: Psychodynamic approaches to assessing and managing Risk (ref. P20)

Informing Practice in Forensic Work: The Portman perspective (ref. CPD13)

Working with Delinquency and Perversion: An application of psychoanalytic theory (ref. CPD11)

Enactment: From concrete to symbolic thinking in forensic and psychotic patients (ref. CPD45)

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

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Psychological Therapies Supervision Groups (ref. CPD67)

Introduction to Counselling and Psychotherapy (ref. D12)

Understanding Trauma: Principles and practice (ref. D18)

Advanced Diploma in the Dynamics of Mental Health Practice (ref. D65)

Working with People with Eating Disorders and Body Image Disturbance (ref. D9)

Postgraduate Certificate/Diploma in Applied Systemic Theory (ref. D4)

Postgraduate Diploma/MA in Psychological Therapy with Children, Young People and Families (ref. M34)

Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part I: Qualifying Course in Psychodynamic Psychotherapy) (ref. D58)

Intercultural Psychodynamic Psychotherapy (Part two: Qualifying Course in Psychodynamic Psychotherapy) (ref. D59)

Understanding Couples (ref. CPD55)

Who is this course for?

Counsellors, psychotherapists and other professionals working with couples and parents, particularly GPs and CAMHS workers

Aims:

- To offer an understanding of unconscious couple interaction
- To begin a discussion considering the impact of seeing partners together and how to respond to distress in this private area

Learning Outcomes:

The course offers a taster in thinking about working with couples/parents and teasing apart the complexity of working with couples.

Duration: Various dates, half-day

Time Commitment: Friday, 2.00-5.00

Fee: £77

Working with Difficult Patients: Psychoanalytic understanding applied to working in psychiatric and forensic settings (ref. CPD38)

5 consecutive days of training on different aspects of "Working with Difficult Patients"

a) Psychodynamic Work with Personality Disordered Patients

Who is this course for?

Mental health nurses, psychiatrists, social workers, psychologists, occupational therapists, probation officers, arts and music therapists.

Aims:

This one day course will offer a model for thinking about patients with personality disorder in mental health and forensic settings. This course will help clinicians reflect on their experience of difficult clinical problems and think about the effect of the patient's difficulties on the clinical setting. The course aims to:

- provide a model for understanding patients who suffer from a personality disorder
- develop the skills for a psychodynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools
- provide practical guidance to the management of patients with personality disorders in the context of their ongoing psychiatric care

Learning Outcomes:

At the end of this period of learning the participants on this programme will be able to:

- Understand the nature of personality disorder
- Make accurate assessments and in particular of their patient's risk
- To begin to engage patients in healthy relationships
- Be able to sustain work with personality disordered patients despite intense provocation

b) Psychoanalytically informed work with 'dangerous' patients: The work of the Portman Clinic

Who is this course for?

All staff who work in institutional settings or in community services, charged with the management and care of these patients/offenders including social workers, probation officers, psychologists, CPNs, psychiatrists, mental health nurses and their supervisors and managers, art and music therapists.

Aims:

- To introduce participants to some core concepts helpful in thinking about such patients/offenders, including violence, sexually damaging behaviours, risk and dangerousness and consultation to staff involved in the management and care of these patients
- To introduce aspects of clinical practice with these patients/offenders including addressing the inevitable impact this work has on the dynamics of the institutions working with them

Learning Outcomes:

The Portman Clinic offers assessment and psychotherapeutic treatment for patients who are disturbed by their delinquency, criminality and violence and by the fact that their sexual activity damages others and themselves. These patients are often referred to as forensic or antisocial personality disordered and are known to social care and psychiatric services and the criminal justice system. Some such clients/patients/offenders make up part of most practitioners' caseloads and not just those working in more acute, forensic or criminal justice settings. The issues of risk and dangerousness are central in the care and management of these patients and offenders, in whatever setting they are in.

c) Psychodynamic Understanding of Psychotic Disorders

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This one day course will offer a model for thinking about patients with psychotic disorders in mental health and forensic settings. This course will help clinicians reflect on their experience of difficult clinical problems and think about the effect of the patient's difficulties on the clinical setting. The course aims to:

- provide a model for thinking about and understanding psychotic disorders
- develop the skills for a psychodynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools
- provide practical guidance to the management of patients with psychotic disorders in the context of their ongoing psychiatric care

Learning Outcomes:

At the end of this learning period the participants will:

- Have a heightened awareness of their own unconscious
- Be able to use their own perception as well as other assessment tools to guide their thinking about their patient's psychology
- Be able to generate a range of hypotheses about the nature of their patient's mental health which uses both psychoanalytic understanding and other research based methods
- Have a greater understanding of the effect of the patient's unconscious on the work of the individual as well as on the team

d) Working Creatively with Serious Eating Disorders

Who is this course for?

All professionals concerned with the care of eating disorder patients, including nurses, psychiatrists, dieticians and psychologists.

Aims:

- To explore, through a series of theoretical and clinical presentations, the underlying personality difficulties of patients with serious and often chronic cases of eating disorders
- To discuss with group members the theory that there are no simple solutions or that any one form of treatment will help every patient.
- To examine the processes through which multidisciplinary groups of staff can work with these patients over time, towards helping them to re-engage with their own development

e) Melancholia, Dysthymia and Chronic Depression

Who is this course for?

Psychiatrists, psychologists, mental health nurses, counsellors, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

- To provide the psychoanalytic ideas which are useful in understanding the nature of serious, complex depressive disorders and which are helpful in treatment approaches to these patients.
- To examine the fundamental basis of complexity and origins of complexity and co-morbidity in depressive disorders
- To describe the role of psychotic and non-psychotic functioning in chronically depressed patients
- To indicate how these ideas can help the management of the patient and understand the way certain patients may evoke reactions in those involved in their care, which may be difficult or unhelpful

Learning Outcomes:

Anyone who has worked with chronically depressed patients will have encountered the defeating forces at work which may wear down everyone's best endeavours. The course aims to provide understandings which help mental health workers process these reactions.

Presentations will combine empirical knowledge from studies of development and genetics with observations made in the intensive psychoanalytic treatment of depressed patients.

Duration: July

Time Commitment: 1 day, 9.30-5.00

Part of 5 consecutive days of training on "Working with Difficult Patients"

Fee: £125 per day; £565 for all five

Reflective Practice with Severe and Enduring Mental Illness (ref. CPD6a)

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This three day course will offer a model for understanding and thinking about patients with a severe and enduring mental illness, particularly focusing on the factors that enhance therapeutic engagement, as well as providing an understanding of the factors that undermine therapeutic engagement. The broad emphasis of the course will be clinical and will make extensive use psychodynamic understanding of the patient and his/her relation with others immediately involved in his/her care.

This is a bespoke course, for up to 50 participants, designed for purchase by mental health trusts and offered to staff as part of the purchasing trusts CPPD programme. It will be delivered on site at the purchasing mental health trust.

The course aims to:

- provide a model for understanding and thinking about psychotic disorders
- develop mental health professionals' capacity to engage with patients who are suffering from a severe and enduring mental illness
- help staff assess their patient's needs, reduce the risk of relapse and assess risk factors
- provide practical guidance to the management of patients with a severe and enduring mental illness in the context of their ongoing psychiatric care

Learning Outcomes:

Improving an understanding of the patient's psychology will improve the staff's capacity to engage with their patients in a positive way that reduces the likelihood of relapse. The course will also help participants develop their assessment skills and particular notice will be paid to risk factors.

Duration: 3 consecutive days, dates to be agreed by purchasing Trust

Fee: £4,500

Reflective Practice with Antisocial Personality Disordered patients: A therapeutic approach (ref. CPD6b)

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This three day course will offer a model for understanding and working with patients who suffer from antisocial personality disorder. The course will focus on the relationship between the patient's internal world and external reality.

The course will focus on practical ways to engage patients in health promotion and healthy relationships.

This is a bespoke course designed for purchase by mental health trusts and offered to staff as part of the purchasing trusts CPPD programme. It will be delivered on site in the purchasing mental health trust.

The course aims to:

- provide a model for understanding patients with personality disorder
- enhance the participant's capacity to engage their patients and develop a therapeutic relationship
- develop the skills for a dynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools and improves risk assessment
- provide practical guidance to the management of patients with personality disorders in the context of their ongoing psychiatric care

Learning Outcomes:

This course will give participants knowledge that can then be used to facilitate good management and help to engage the patient in health promotion. It will also help participants make accurate assessment of their patient's risk and develop productive care plans.

Duration: 3 consecutive days, dates to be agreed by purchasing Trust

Fee: £4,500

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)

Entry Requirements:

No professional qualification required but participants are expected to have a practice base in which they can apply learning from the course.

Who is this course for?

All professionals working with children in adversity and all those who work in the adult mental health field, including social workers in both children and family and in adult mental health services, family centre workers, community based mental health professionals e.g. community psychiatric nurses, psychiatrists, psychologists, CAMHS professionals, primary care professionals - GP's health visitors, practice counsellors and practitioners in the voluntary sector.

Aims:

The family systems approach, which addresses the relational contexts for both children and adults and the professional cultures that evolve around them, is ideally suited to facilitating learning across professional and agency boundaries.

This course aims to:

- bring both a family perspective and an integrated approach into work with children in need or children at risk and to be able to assess the needs of young carers when providing services for mentally ill parents.
- provide an opportunity for professionals from both child and adult services to learn together and share practice perspectives and skills
- present best practice in this field

Learning Outcomes:

- Develop skills in inter-professional and inter-agency collaboration, especially regarding the needs of children
- Develop ways of listening to and eliciting children's ideas regarding a parent's mental illness
- Focus on a 'parent' as well as a 'patient' identity when working with those who have had a long immersion in the adult mental health services
- Help parents and children to talk together about their anxieties and their ways of coping
- Use ideas from the family systems approach to understand the unique circumstances of each family and how these impact upon their relationships and their interaction with professionals and services
- Engage the support systems available to families including extended family, professional and other services
- Address cultural diversity and the effects of inequality and social marginalisation

Duration: May-June

Time Commitment: Fortnightly, Tuesdays, 9.30-12.30

Fee: £342

An Introduction to African-Centred Perspectives to Care (ref. CPD62)

Who is this course for?

All practitioners working in the caring profession, including social care and mental health practitioners, educators, nurses, therapists, counsellors and social workers.

Aims:

This course is intended to provide an introduction to African psychology and to develop ideas of an African-centred approach to therapy and care. It will examine various psychological and psycho-social approaches to thinking about work with people of African and Afro-Caribbean descent.

The course aims to:

- examine theoretical understanding of ideas drawn from African-centred psychology and western psychology
- provide an opportunity to critique the accepted western models from an African-centred perspective
- provide a space within which relevant theoretical ideas can be explored and used to inform clinical/social experience
- offer a reflective space to critically appraise and enhance practice

Learning Outcomes:

On completion of the course it is intended that participants will have:

- Gained a critical awareness of African-centred psychology as they relate to practice
- Developed their ability to integrate practical experience with theoretical insight from an African-centred psychological perspective
- Gained an insight into the wealth of African-centred knowledge, experience and vision that will allow them to ground their work in both academic and practical understanding
- Demonstrated an appreciation of African-centredness in their private and public lives

Duration: May-June

Time Commitment: Weekly, Mondays, 9.30-12.00

Fee: £428

Our courses provide a unique training that enables participants to make sense of the conscious and unconscious processes at work, in groups and organisations. The darker side of institutional and group functioning is explored with insight into the processes and dynamics which can be harmful and those which can help groups and organisations to work. This understanding is key to developing the skills needed to work with groups, whatever the organisational setting.

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)

Who is this course for?

Practitioners from any discipline in voluntary and statutory services working with refugee and Black, Minority and Ethnic communities

Aims:

The course aims to heighten participants' sensitivity to, and understanding of, a range of subjects including:

- Models of community empowerment
- Improving the quality of multi-agency work in cross-cultural contexts
- Making use of relevant research findings in relation to BME work
- Working effectively with different minority communities
- How to collaborate with cultural consultants
- How to work across language barriers
- Identifying risk in cultural contexts and debunking myths in relation to 'acceptable' behaviour
- Taking account of the impact of traumatic separations and/or violence and forced migration on the emotional well-being of refugee and asylum seeking families
- Improving access to mental health
- Community outreach initiatives
- Tackling issues of stigma

Learning Outcomes:

- For participants to gain greater awareness of issues facing refugee and BME communities and to improve their competence in working alongside people and organisations from within these communities
- For participants to act as delegates for the teams and services to which they belong and bring the learning back by different means to improve overall cultural competence of their teams

Duration: January-March

Time Commitment: Weekly, Mondays, 3.00-5.30

Fee: £393

Working with Couples (ref. CPD66)

Who is this course for?

Mental health professionals who need to see couples or parents in the course of their work, particularly GPs, counsellors and CAMHS workers.

Aims:

- To offer an understanding of unconscious couple interaction
- To help members to recognise underlying couple difficulties in their clinical work
- To help start to develop the potential for working with couples

Learning Outcomes:

The course offers an introduction to working with couples/parents and offers the opportunity for members to present and discuss their own work.

Duration: April-July

Time Commitment: 5 Friday afternoons, 1.30-3.45

Fee: £367

Risk - A Relational Perspective: Psychodynamic approaches to assessing and managing risk (ref. P20)

Who is this course for?

All professionals who work in criminal justice or mental health settings and for professionals whose work brings them in contact with individuals who present a risk of harm to others. Also suitable for those who assess and manage risk of harm to self and others in individuals with severe psychopathology, in secure and community settings. The course has been in the past attended by participants from a wide range of backgrounds and settings, including staff at junior levels and those in senior or management roles.

Aims:

This course offers an innovative framework for understanding the complex and subtle issues involved in assessing and managing risk of violence and sexual offending. Traditional approaches to risk assessment are useful in identifying groups of individuals who pose a high risk, but such approaches can be rather blunt when formulating the risk profile for a particular individual. Consequently, the field of risk assessment is moving from a reliance on actuarial instruments and risk prediction, to one of risk formulation. The aims and objectives of the course are to familiarise participants with a relational approach which will aid and develop their capacity to make risk formulations based on a comprehensive range of factors.

Learning Outcomes:

This course introduces participants to the elements of a psychodynamic model that are useful in risk assessment and offers a systematic approach to risk formulation. Our approach addresses the significance of childhood development, understanding violent and sexually violent acts and the complex interpersonal processes involved in managing violent individuals. These dynamic processes between people, impact on risk and risk perception, can distort judgement if not recognised and understood. This knowledge will increase competencies of participants and will facilitate thinking about the individuals in their care. This will improve the quality of the work of the individual, the team and the service.

Duration: October-December

Time Commitment: Weekly, Thursdays, 9.30-12.30

Fee: £612

This can be offered as a bespoke course.

Informing Practice in Forensic Work: The Portman perspective (ref. CPD13)

Entry Requirements:

Psychodynamic thinking, as applied to forensic work, may be acquired through previous experience of such courses as "Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence" (CPD70) (page 32), "Working with Delinquency and Perversion: An application of psychoanalytic theory" (CPD11) (page 52) or the equivalent.

Who is this course for?

Professionals working with patients and clients who show signs of delinquency and/or sexual perversion. Participants may be from settings for patients or clients who have committed offences of a violent or sexual nature, or they may be working with people who are in danger of such problems.

The course will be useful for those working in all areas, including the private sector, where there is a need to understand delinquent, violent or sexually harmful behaviour in both adults and young people. It will be especially relevant for professionals working in the forensic field including nursing, psychiatry, social work, psychology, psychotherapy and education.

Aims:

This course introduces participants to the elements of a model of work with forensic patients, through reading, supervision and reflective practice.

It aims to:

- provide an introduction to key concepts including Core Complex, the Intergenerational Transmission of Trauma and The Victim in the Abuser.
- provide an experience of psychodynamic supervision of ongoing work with individuals or groups of forensic patients, or with the network surrounding them. This will be by means of the technique of reflective practice, something needed by all practitioners exposed to the stress of such work.

Learning Outcomes:

By the end of course, participants will be beginning to be able to apply the theoretical concepts to working with patients/clients in their own setting and to share these with colleagues in a mutually supportive fashion.

This 10-week course can be taken as a stand alone option or can form the 1st term of a 1 year course in which further theoretical issues are explored and the understanding gained is deepened and expanded.

Duration: March-July

Time Commitment: Weekly, Wednesdays, 2.30-6.00

Fee: £475

Working with Delinquency and Perversion: An application of psychoanalytic theory (ref. CPD11)

Entry Requirements:

It would be an advantage, but not essential, to have completed "Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence" (CPD70) (page 32) prior to this course.

Who is this course for?

Professionals working in psychology, medicine, social work, psychotherapy, nursing and related disciplines, at any stage of their career wanting a good grounding on psychoanalytic ideas relating to forensic patients.

Aims:

The objective of the course is to provide ways of thinking about this patient group who, because of their way of relating and their impact on professionals, frequently inhibit the professional's capacity to think clearly.

Learning Outcomes:

Participants will be offered the opportunity to attain a good grasp of the main psychoanalytic principles and to gain an appreciation of meaning attached to patients' actions and their origins in the unconscious.

Through this understanding it is to be hoped that the worker will feel more equipped in their management and treatment of their patients.

Duration: January-June

Time Commitment: Fortnightly, Tuesday evenings, 6.00-8.00

Fee: £403

Enactment: From concrete to symbolic thinking in forensic and psychotic patients (ref. CPD45)

Who is this course for?

Relevant for all professionals involved in work with patients who expose the clinician to severe psychopathology.

Aims:

The aim of the course is to help clinicians gain greater insight into their clinical work and demonstrate how this deeper understanding in the clinician can lead to a move from the concrete to more symbolic modes of thinking in the patient.

Learning Outcomes:

Its objective will be to explore all areas of concrete enactment and its place in severe psychopathology, in particular how psychoanalytic theory contributes to the deeper understanding of psychotic, violent and sexual behaviour in our patients. This will improve the work of those involved in working with such patients.

Duration: January-June

Time Commitment: Fortnightly, Thursday evenings, 7.30-9.30

Fee: £474

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

Who is this course for?

Anyone who is interested in gaining some psychoanalytic understanding of sexual perversions, delinquency and violence. It is hoped that it will interest those who have recently graduated in any degree and who may be thinking about, have already embarked upon, or have already completed trainings in clinical psychology, social work, medicine, probation, nursing (including psychiatric) or other related fields.

Aims:

To provide an introduction to a psychoanalytic way of thinking about difficult patients suffering from delinquency, violence or a sexual perversion in an accessible way, for participants with no prior knowledge of either psychoanalysis or forensic patient groups.

Learning Outcomes:

Participants would find these talks informative, gaining a psychoanalytic view of the problems people encounter and an understanding of the contribution of those working in what has become known as the forensic sector.

Participants will be able to develop a capacity to think about the behaviour of difficult patients and how to attach some meaning to their actions with a view to understanding sufficiently to assist the patient to develop some insight.

Duration: October-July

Time Commitment: Monthly, Tuesday evenings, 6.15-7.45

Fee: £321

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Entry Requirements:

There are no formal requirements, but participants are expected to work in mental health in some capacity. It is also expected that participants will consult the literature provided and be prepared to bring clinical material for work discussions.

Who is this course for?

Adult mental health professionals and teams; CAMHS professionals and teams; adult, child and adolescent psychiatrists; privately practising adult, child and family psychotherapists; school and university counsellors; NHS managers; social workers, social care managers; GPs; health visitors, midwives; voluntary sector workers; voluntary sector project managers; mental health and social care researchers.

Aims:

The objective of the course is to contribute to an integration of issues of race, culture and ethnicity in mental health assessment, treatment and care in the mental health workforce generally. It aims to enable mental health professionals acquire cross-cultural understanding, confidence in their abilities to work efficiently cross-culturally and specific interviewing, assessment and supervision skills.

Learning Outcomes:

Participants will acquire:


- a dynamic understanding of race, culture and ethnicity
- an ability to integrate culture, race and ethnicity with professional frameworks in case discussions
- cross-cultural observation skills
- cross-cultural interviewing and assessment skills
- cross-cultural supervision skills
- an awareness of relevant literature
- increased confidence in cross-cultural mental health work

Duration: October-July

Time Commitment: Monthly, Monday evenings, 7-9pm

Fee: £70 per session; £610 for whole course

Participants can sign up for individual sessions or the whole course

A close-up, profile view of a woman with dark hair pulled back, wearing large hoop earrings. She has a thoughtful expression, looking off to the side. The background is blurred, showing other people in an audience.

“ I enjoyed the course a great deal and on the whole have found it a valuable learning experience. I feel there is a good balance of theory and practice, as well as opportunities for self development and self-reflexivity ”

Former student
Masters in Systemic Psychotherapy (ref. M6)

Psychological Therapies Supervision Groups (ref. CPD67)**Who is this course for?**

Child, adolescent and adult psychiatrists, child, adolescent and adult psychotherapists, clinical psychologists and family therapists.

Aims:

To maintain and develop the skills of qualified practitioners in the range of psychological therapies.

Learning Outcomes:

- Sharpening clinical and observational skills
- Improving assessment and interpretational skills
- Improving technical competencies
- Sharing best practice

Duration: October-July

Time Commitment: Monthly, 1 hour sessions

Fee: £550

Introduction to Counselling and Psychotherapy (ref. D12)**Who is this course for?**

Any professional who is interested in the wider understanding of psychotherapeutic work. The course will also be of particular interest to doctors pursuing careers in psychiatry or general practice, psychologists, nurses, social workers, NHS counsellors.

Aims:

- To introduce the range of psychotherapeutic work, including different paradigms and modalities within the public sector
- To develop understanding of the relevant aspects of psychodynamic theory.
- To engage participants in the application of psychodynamic theory to aspects of their own working life.
- To develop an understanding of unconscious processes.
- To critically reflect on the importance of primitive ways of communicating in the work setting.
- To define and understand processes which interfere with the therapeutic encounter.

Learning Outcome:

Participants will develop an understanding of the underlying dynamics present in the complexities of the health and social care environment.

A psychoanalytic theoretical framework, together with the experience of the clinical discussion seminars, will help participants develop their knowledge and understanding of therapeutic relationships. This will assist in the delivery of care, treatment and the assessment of risk.

The development of the understanding of group and institutional dynamics will assist participants involved in management and supervision of staff and services.

Approved by the Royal College of Psychiatrists for CPD and recommended by the British Psychological Society for CPD.

Duration: October-July

Time Commitment: Weekly, Tuesdays, 9.30-12.30

Fee: £1,875

Understanding Trauma: Principles and practice (ref. D18)

Entry Requirements:

Participants should be, or have experience of, working with traumatised individuals and have an interest in deepening their understanding and competence in working with trauma and more complex and chronic presentations.

Who is this course for?

Professionals whose work includes working with the psychological aftermath of traumatic experiences. It is relevant to those working within specialist trauma services, refugee services and those working in generic settings includes working with trauma.

Aims:

- To develop and deepen participants' understanding of the impact on the mind of traumatic events, as understood within a psychoanalytic framework
- To extend participants' understanding of the contribution psychoanalytic ideas can make to therapeutic work with traumatised individuals and groups, and how these ideas linked with other interventions e.g. trauma focussed CBT and EMDR
- To develop participants' capacity to reflect on their own working practice, the impact on themselves of working with traumatised individuals and possible links between the two

Learning Outcomes:

Increase participant's competence and ability to work with trauma, including working with complex and chronic trauma presentations.

Duration: October-July

Time Commitment: Weekly, Thursdays, 2.00-6.00

Fee: £1,360

Advanced Diploma in the Dynamics of Mental Health Practice (ref. D65)

Who is this course for?

Mental health practitioners who have at least two years post-qualification experience in their relevant discipline. For example, nursing, social work, occupational therapy, psychiatry and psychology. It may also be suitable for other professionals who have demonstrated the capacity to study at this level and would benefit from this learning.

Aims:

- To provide an understanding of normal and abnormal human development and its relevance to mental health work
- To develop an appreciation of the therapeutic use of self in clinical practice
- To develop the capacity for more meaningful, accurate risk assessment
- To enhance safe practice
- To reflect on the importance of conscious and unconscious communications in the work place
- To identify and understand individual and group processes that interfere with effective working
- To develop skills to monitor self in relation to others in the workplace

Learning Outcomes:

Through a combination of theoretical lectures, reading seminars and clinical case discussion, the student will develop an understanding of the underlying dynamics present in the complexities of the health care environment. This will enhance their capacity to develop therapeutic relationships and become more effective in care, treatment and the assessment of risk. It will also improve their understanding of institutional dynamics together with staff management and clinical supervision.

The course is an Advanced Diploma at Level 3. It is accredited by Middlesex University and the successful student will receive 60 APEL credits.

Duration: October-July

Time Commitment: 1 day per week, 23 teaching days

Fee: £22,069

The course is delivered as a package in the purchasing Trust, for maximum 15 students.

Working with People with Eating Disorders and Body Image Disturbance (ref. D9)

Who is this course for?

Any professional groups working with patients with eating disorders or body image disturbance, such as doctors, nurses, dieticians, psychotherapists and psychologists.

Aims:

- To enable students to reflect on the dynamic relationships with their patients and to become more aware of their own feelings and the role these play in the work
- To examine their own defences, as well as those of colleagues and institutions, when faced with the reality of young chronic patients who engender feelings of helplessness and despair
- To offer theoretical input which may stimulate further thought and suggest new ways of understanding
- To work towards the integration of new ideas by the detailed discussion of actual working situations
- To understand the importance of early experience in later attitudes to food and eating
- To tease out some of the unconscious meanings and associations of food and eating and to consider how these might help in the understanding of the psychopathology of eating disorders

Learning Outcomes:

- Knowledge: current literature, range of theoretical perspectives, historical development
- Thinking skills: reflect on own role, understand your own and others' difficulties in the work, monitor your own attitudes
- Subject-based practical skills: observe details of interaction, write an accurate account based on observation, follow and engage in detailed discussion of clinical work
- Skills for life and work (general skills): formulate clinical hypotheses, evaluate interventions, present views verbally in a group

Duration: 2 years, October-July

Time Commitment: Weekly, Thursdays, 11.30-4.00

Fee: Year 1 - £2,294

Postgraduate Certificate/Diploma in Applied Systemic Theory (ref. D4)

Entry Requirements:

Applicants should have a minimum of two years post-qualifying work experience and should be employed or find a work placement in a setting which enables them to apply systemic ideas to their ongoing work.

Who is this course for?

Applicants usually need to have a professional qualification in the field of psychology, nursing, social work, psychiatry, teaching, occupational therapy, counselling or general practice.

Aims:

- To teach course participants to develop a systemic theoretical framework. The curriculum is based on an examination of the development of systemic ideas, including an introduction to current thinking and debates in the field.
- To develop an interactional perspective for working with individuals, couples, families, work groups and organisations and help to apply systemic ideas to their current practice.

Learning Outcomes:

Participants gain knowledge of the history of systemic ideas, philosophical underpinnings and wider cultural discourses and their place in the systemic theoretical frame. Participants develop an ability to analyse and critically evaluate theoretical ideas, to reflect on their practice and connect it to personal and professional development. They also develop a recognition of their own and others' involvement in their practice. Participants are expected to design a clinical research project.

Engagement and interviewing skills, providing interventions with families, working with specific issues and contexts and undertake research. Broader skills include: self reflexivity, communication, capacity to observe and engage with difference, to be able to recognise and manage issues of power and discrimination, work in multidisciplinary teams.

Duration: 2 years, October-July

Time Commitment: Weekly, Fridays, 2.00-5.30

Fee: Year 1 - £1,677

Postgraduate Diploma/MA in Psychological Therapy with Children, Young People and Families (ref. M34)

Entry Requirements:

Experience of working with children, young people or families, and therapeutic skills and/or aptitude.

Who is this course for?

Nurses, CAMHS practitioners, counsellors, social workers, psychotherapists, creative arts therapists, child and adolescent primary mental health care workers and others who work with children and families.

Aims:

This course will train professionals who wish to work therapeutically in child mental health settings with children, parents, young people and families. It is designed to equip participants for a role that has become increasingly needed in the CAMHS workforce. It will provide foundations in developmental theory, key presenting issues in CAMHS, an understanding of systemic, psychoanalytic and other (evidence based) modalities and offer a range of supervision and forums for case presentation in which people will develop a number of specialist areas of therapeutic understanding and practice.

Learning Outcomes:

- Excellent clinical skills
- Good skills in undertaking CAMHS assessments
- Solid understanding of presenting issues in children and key diagnostic categories
- Good understanding of research methods pertaining to the field
- Ability to deliver evidence-based treatments
- Good understanding of key attachment, neuroscience and developmental psychology research
- Systemic family therapy skills enabling work with families and networks
- Psychodynamic skills and understandings in working with children, young people and parents
- A good understanding of key therapeutic concepts

Duration: 3 years, October-July

Time Commitment: tbc

Fee: £3,100

Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part 1: Qualifying Course in Psychodynamic Psychotherapy) (ref. D58)

Entry Requirements:

A degree plus a core professional training in a public sector discipline or a degree and successful completion of the Introduction to Counselling and Psychotherapy (page 55).

Who is this course for?

Professionals working in the NHS, such as nurses, psychologists, general practitioners, social workers and counsellors.

Aims:

- To provide the foundation necessary for a psychotherapy training, theoretical and clinical
- To enhance existing skills and competencies

Learning Outcomes:

- A clear understanding of the setting necessary for psychotherapy
- An introduction to psychoanalytic thinking
- An experience of offering psychotherapy
- An introduction to the ethical framework and clinical governance which supports psychodynamic psychotherapy

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Wednesdays, 11.15-5.00

Fee: Year 1 - £2,922

Intercultural Psychodynamic Psychotherapy (Part two: Qualifying Course in Psychodynamic Psychotherapy) (ref. D59)

Entry Requirements:

Successful completion of Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part 1: Qualifying Course in Psychodynamic Psychotherapy) (page 58) or equivalent clinical course.

Who is this course for?

Professionals working in the NHS, such as nurses, psychologists, general practitioners, social workers and counsellors who wish to qualify as a psychodynamic psychotherapist. This is also suitable for qualified psychotherapists requiring CPD.

Aims:

- To provide a training for qualification as a BPC psychodynamic psychotherapist
- To deepen and enhance knowledge gained from the foundation course

Learning Outcomes:

- A clear understanding of the setting necessary for psychotherapy
- A deepening of psychoanalytic thinking
- An opportunity to consolidate psychotherapy practice
- A contextualisation of the practice of psychotherapy within the framework of clinical governance and ethical practice
- A development of psychotherapy practice which is sensitive and responsive to intercultural issues
- The practice of psychotherapy which is relevant to the demands of multicultural Britain

Duration: At least 2 years, October-July

Time Commitment: Weekly, Wednesdays, 11.45-16.30

Fee: Year 1 - £2,608



CAMHS Practitioners

[Understanding Couples \(ref. CPD55\)](#)

[Trauma: The child, the family and the worker \(ref. CPD82\)](#)

[An Introduction to Systemic Family Therapy: A workshop for nurses in mental health \(ref. CPD90\)](#)

[The Antisocial Adolescent: The Portman approach to forensic work \(ref. CPD71\)](#)

[Psychodynamic Approaches to Working With Children, Adolescents and Their Families: Reconnecting with psychodynamic thinking \(ref. CPD9\)](#)

[Working with Disruptive Adolescents \(ref. CPD65\)](#)

[Working with Families with Physical Illness: A systemic approach \(ref. CPD57\)](#)

[Short Course on Developing Skills in Collaborative Work with Parental Mental Illness \(ref. CPD35\)](#)

[Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration \(ref. CPD16\)](#)

[Relating to Self-harm and Suicide in Adolescents and Young Adults \(ref. CPD29\)](#)

Working with Couples (ref. CPD66)

Families and Beyond: An introduction to systemic thinking (ref. CPD94)

Workshop for Supervisors: Managing the stress (ref. CPD96)

Understanding the Emotional Needs of Care Leavers (ref. CPD2)

Working with Delinquency and Perversion: An application of psychoanalytic theory (ref. CPD11)

Workshops for Named and Designated Child Protection Professionals: Doctors (ref. CPD14d)

Workshops for Named and Designated Child Protection Professionals: Nurses (ref. CPD14n)

Child Development, Attachment and Neuroscience Research for Professionals Working with Infants and Young Children (ref. CPD28)

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Introduction to Counselling and Psychotherapy (ref. D12)

Postgraduate Certificate in Child, Adolescent and Family Mental Well-being: Multidisciplinary practice (ref. D24)

Postgraduate Certificate/Diploma/MA in Working with People with Eating Disorders (ref. D9)

Postgraduate Certificate/Diploma in Applied Systemic Theory (ref. D4)

Postgraduate Diploma/MA in Psychological Therapy with Children, Young People and Families (ref. M34)

Postgraduate Certificate/Diploma/MA in Psychodynamic Approaches to Working with Adolescents (ref. M33)

Postgraduate Diploma/MA in Child Protection and Complex Child Care (ref. M22)

Postgraduate Diploma/MA in Child and Adolescent Primary Mental Health Care Work (ref. M42)

Postgraduate Diploma/MA in Psychoanalytic Observational Studies (ref. M7)

Postgraduate Diploma/MA in Early Years Development: Infant Mental Health (ref. M9)

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

Postgraduate Diploma/MA in Working with Groups (ref. D11)

Understanding Couples (ref. CPD55)

Who is this course for?

Counsellors, psychotherapists and other professionals working with couples and parents, particularly GPs and CAMHS workers

Aims:

- To offer an understanding of unconscious couple interaction
- To begin a discussion considering the impact of seeing partners together and how to respond to distress in this private area

Learning Outcomes:

The course offers a taster in thinking about working with couples/parents and teasing apart the complexity of working with couples.

Duration: Half-day, various dates

Time Commitment: Friday, 2.00-5.00

Fee: £77

Trauma: The child, the family and the worker (ref. CPD82)

Who is this course for?

Any professional working with children and their families.

Aims:

- To explore theoretical perspectives on trauma and discuss different kinds of trauma including loss, physical and sexual abuse, exposure to traumatic events and the experience of being a refugee
- To examine specific examples of trauma and the experience of children who come into the care system and move through it
- To discuss the different effects of traumatic separation on the child and how professionals can offset these effects
- To provide an opportunity for participants to discuss their own experiences of working with trauma and ways of processing the feelings of distress

Learning Outcomes:

The course will give participants a better understanding of how people, both children and adults, are affected by traumatic experiences.

It will provide space in which to examine the worker's own reaction and feelings of anxiety and distress when faced with their client's own distress, following a traumatic event and will also help the worker to understand their own reactions better and how to process those feelings.

Duration: 1 day, various dates

Time Commitment: 10.00-4.30

Fee: £150

An Introduction to Systemic Family Therapy: A workshop for nurses in mental health (ref. CPD90)

Who is this course for?

Nurses working in mental health services who would like to start developing specific systemic therapeutic skills.

Aims:

The course will provide participants with a chance to learn and explore key concepts in systemic thinking and its application to clinical or organisational practice. These will include hypothesising and circular questions, beliefs, genograms, context, engaging children and adults in the room and thinking about differences and similarities.

Learning Outcomes:

Participants will be able to develop and reflect upon how systemic ideas can be incorporated into nursing practice today.

Participants will also undergo a personal exploration, through role plays and experiential activities, to develop their grasp of systemic concepts and the relevance to their work.

Duration: 3 days, March

Time Commitment: 3 consecutive days, 10.00-4.30

Fee: £321

The Antisocial Adolescent: The Portman approach to forensic work (ref. CPD71)

Who is this course for?

The course will be useful for those working in the front line of contact with antisocial adolescents in all areas of professional background. It will especially be relevant for professionals working in the forensic field, such as Youth Offending Teams or Probation, but also Child and Adolescent Mental Health Services and many other settings provided by Social Services, Health or Education. The course is open to both practitioners and managers.

Aims:

This three day course offers a learning experience for those working with antisocial adolescents. Participants may be working with clients who have committed offences of a violent or sexual nature, or who are in danger of doing so. The Portman Model is the product of more than 70 years experience working with people of all ages who present with these difficulties. Drawing upon this thinking and clinical experience, the course presents a relational model for understanding antisocial behaviour in the context of the conflicts and struggles that typify adolescents today. These young people are often very disturbed and disturbing. The course aims to enhance participants' understanding of antisocial behaviour, their sensitivity to risk and their skill in making helpful working alliances.

Learning Outcomes:

- To provide an introduction to key concepts of the Portman Model, including the relational aspect of antisocial behaviour, Gangs and Group Dynamics, The Victim in the Abuser, Core Complex and Therapeutic Alliance
- To increase participants' sensitivity and understanding to the relational components in their clients' communication
- To help participants develop new skills or enhance their experience in engaging with destructive and challenging adolescents
- To increase awareness and capacity to adopt multiple points of view in the assessment and treatment of antisocial adolescents
- To understand the relational aspects of assessing risk and develop new skills in this area

Duration: 3 days, November

Time Commitment: 3 consecutive days, 10.00-4.30

Fee: £475

Psychodynamic Approaches to Working with Children, Adolescents and Their Families: Reconnecting with psychodynamic thinking (ref. CPD9)

Who is this course for?

Qualified clinical, educational and counselling psychologists. Professionals from other disciplines will be considered if there is a significant psychological component to their training or their work.

Aims:

The course aims to develop and build on the foundations of theoretical knowledge gained in previous clinical and educational training courses. In the current CAMHS environment of evidence-based practice, NICE guidelines and pressure of work, it can be a challenge to find time and space to reflect on one's work and to develop skills in using models that require longer term work. This course aims to offer some reflection on the challenges and the dilemmas that this context can pose and to help to explore creative solutions to them.

The course aims to help participants:

- Develop their knowledge and understanding of psychodynamic work with children, adolescents and their families
- Gain an understanding of some contemporary approaches to working with children and young people in various contexts
- Critically reflect on and improve their practice

Learning Outcomes:

The teaching on this course will promote learning from experience, through reflection and dialogue and the application of theory to practice. Lectures and work discussion groups will promote questioning, individual reflection and group discussion. Participants will also be an important source of teaching and learning for one another. The main teaching and learning methods will be through lectures and work discussion groups involving case presentations by participants.

The Work Discussion Groups will provide an opportunity for students to share and think about their own practice with children, adolescents and their families. There are four work discussion groups during the course therefore there will be an opportunity for each participant to bring and discuss some work with their own service users.

Duration: 4 days, July

Time Commitment: 4 consecutive days, 9.00-5.00

Fee: £505

Working with Disruptive Adolescents (ref. CPD65)

Who is this course for?

Any professional working with adolescents and/or their families.

Aims:

- To explore the particular challenges of working with adolescents
- To further the understanding of this developmental process with its major external and internal changes
- To learn about psychodynamic theories regarding adolescence

Learning Outcomes:

In addition to lectures, there are small working groups looking at actual work presented by participants and discussing it. Different ways of engaging adolescents will be discussed and attention will be paid to the anxieties that the adolescent can arouse, not only in the individual worker who may be trying to help, but also in the wider network.

Duration: 1 week, July

Time Commitment: Monday-Friday, 9.00-5.15

Fee: £643

Working with Families with Physical Illness: A systemic approach (ref. CPD57)

Who is this course for?

Clinical practitioners who are either working as part of a medical team or independently with families or individuals with acute or chronic physical illness.

The course can be adapted for whole teams in work places or for individuals at the Tavistock.

Aims:

To introduce the participants to systemic theory and techniques that can be used in the physical illness setting.

Learning Outcomes:

- To introduce the participants to thinking broadly about values, belief systems and similarities and differences
- To use these skills in clinical work and within teams
- To think about personal connections to the work and how this influences the clinician
- To be able to engage whole families in the room and consider multiple perspectives when working with individuals

Duration: September-October or January-February

Time Commitment: Weekly, Tuesdays, 10.00-5.00

Fee: £645

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)

Entry Requirements:

No professional qualification required but participants are expected to have a practice base in which they can apply learning from the course.

Who is this course for?

All professionals working with children in adversity and all those who work in the adult mental health field, including social workers in both children and family and in adult mental health services, family centre workers, community based mental health professionals e.g. community psychiatric nurses, psychiatrists, psychologists, CAMHS professionals, primary care professionals - GP's health visitors, practice counsellors and practitioners in the voluntary sector.

Aims:

The family systems approach, which addresses the relational contexts for both children and adults and the professional cultures that evolve around them, is ideally suited to facilitating learning across professional and agency boundaries.

This course aims to:

- bring both a family perspective and an integrated approach into work with children in need or children at risk and to be able to assess the needs of young carers when providing services for mentally ill parents.
- provide an opportunity for professionals from both child and adult services to learn together and share practice perspectives and skills
- present best practice in this field

Learning Outcomes:

- Develop skills in inter-professional and inter-agency collaboration, especially regarding the needs of children
- Develop ways of listening to and eliciting children's ideas regarding a parent's mental illness
- Focus on a 'parent' as well as a 'patient' identity when working with those who have had a long immersion in the adult mental health services
- Help parents and children to talk together about their anxieties and their ways of coping
- Use ideas from the family systems approach to understand the unique circumstances of each family and how these impact upon their relationships and their interaction with professionals and services
- Engage the support systems available to families including extended family, professional and other services
- Address cultural diversity and the effects of inequality and social marginalisation

Duration: May-June

Time Commitment: Fortnightly, Tuesdays, 9.30-12.30

Fee: £342

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)

Who is this course for?

Practitioners from any discipline in voluntary and statutory services working with refugee and Black, Minority and Ethnic communities

Aims:

The course aims to heighten participants' sensitivity to, and understanding of, a range of subjects including:

- Models of community empowerment
- Improving the quality of multi-agency work in cross-cultural contexts
- Making use of relevant research findings in relation to BME work
- Working effectively with different minority communities
- How to collaborate with cultural consultants
- How to work across language barriers
- Identifying risk in cultural contexts and debunking myths in relation to 'acceptable' behaviour
- Taking account of the impact of traumatic separations and/or violence and forced migration on the emotional well-being of refugee and asylum seeking families
- Improving access to mental health
- Community outreach initiatives
- Tackling issues of stigma

Learning Outcomes:

- For participants to gain greater awareness of issues facing refugee and BME communities and to improve their competence in working alongside people and organisations from within these communities
- For participants to act as delegates for the teams and services to which they belong and bring the learning back by different means to improve overall cultural competence of their teams

Duration: January-March

Time Commitment: Weekly, Mondays, 3.00-5.30

Fee: £393

Relating to Self-harm and Suicide in Adolescents and Young Adults (ref. CPD29)

Who is this course for?

All professionals in health and social care working with young people (adolescents and young adults) who self-harm and/or are suicidal.

Aims:

The course aims to help participants:

- develop helpful working relationships with young people who self-harm and/or are suicidal and to understand the key dynamics in these relationships
- gain and develop understanding of key approaches to working with these young people within health and social care organisations, applying the framework of the NICE guidelines and contemporary psychodynamic theory and practice to develop effective ways of assessing and intervening
- critically reflect on and improve their own practice and gain greater confidence and knowledge of work with these young people

Learning Outcomes:

- Increased knowledge of the current frameworks for practice (including the NICE guidance)
- Developing in-depth knowledge for relating to young people who self harm and/or are suicidal, including knowledge of the dynamics in relationships
- Learning how to apply the psychodynamic and adolescent developmental frameworks to understanding self-harm and suicidality in young people
- Through sharing discussion of your own practice, gaining greater understanding and confidence of how to assess and intervene effectively in your work role in these situations

Duration: April-July

Time Commitment: Weekly, Tuesdays, 4.00-7.00

Fee: £536

Working with Couples (ref. CPD66)**Who is this course for?**

Mental health professionals who need to see couples or parents in the course of their work, particularly GPs, counsellors and CAMHS workers.

Aims:

- To offer an understanding of unconscious couple interaction
- To help members to recognise underlying couple difficulties in their clinical work
- To help start to develop the potential for working with couples

Learning Outcomes:

The course offers an introduction to working with couples/parents and offers the opportunity for members to present and discuss their own work.

Duration: April-July

Time Commitment: 5 Friday afternoons, 1.30 - 3.45pm

Fee: £367

Families and Beyond: An introduction to systemic thinking (ref. CPD94)**Who is this course for?**

The course is open to those from all walks of life. It is for parents, carers, young people, students, older people, managers, professionals and all those who would like to find out more about systemic thinking and practice.

Aims:

The course aims to help participants learn new ways of thinking about and negotiating personal and work relationships as well as many other applications of systemic ideas.

Systemic thinking provides invaluable conceptual tools to help people navigate the complexities of contemporary living and working, as well as practical skills for taking more empowered and reflexive positions.

Participants may use the course to determine whether they wish to continue with further systemic training.

Learning Outcomes:

The course will enable participants to develop:-

- a shift in thinking, from a focus on individuals to an ability to think about families, organisations and networks
- an understanding of the influences from previous generations on current families and other close relationships
- a fresh perspective on 'stuck' patterns or difficulties in the work place, including the effects of organisational change
- the ability to think and talk about identities and positions within a diverse and multi-cultural society
- new understandings of the complexities of contemporary political conflicts and their representations in the media
- creative ideas to aid understanding of literature, drama, films and the visual arts

Duration: October-December

Time Commitment: Weekly, Tuesdays, 5.00-7.30

Fee: £403

Workshop for Supervisors: Managing the stress (ref. CPD96)**Who is this course for?**

Participants in some form of managerial or supervisory role in primary care, CAMHS, Adult Mental Health Services and Social Care

Aims:

- To help managers understand the basics of good supervision
- To provide a supportive setting for participants to bring their work
- To teach how organisational dynamics impact on individual staff and teams
- To provide a framework to understand how patients and families impact on the worker

Learning Outcomes:

Participants will be:

- More confident in dealing with staff anxieties
- Familiar with some of the literature on supervision
- Understand supervisory dynamics
- Understand how organisational dynamics affect staff and teams
- Understand how patients and their families affect staff and teams

Duration: October-December

Time Commitment: Fortnightly, Fridays, 10.30-12.00

Fee: £320

Understanding the Emotional Needs of Care Leavers (ref. CPD2)**Who is this course for?**

For all professionals working with care leavers, including social workers, support workers, personal advisors, professionals working within leaving care teams or in the voluntary/charity sector.

Aims:

The course will explore the effects of pre-care, in-care and post-care experiences on the emotional and psychological development of care leavers.

This course is designed to provide a theoretical understanding of the psychological challenges facing care leavers as well as an opportunity to reflect on and develop professional practice with this group of young people.

Learning Outcomes:

- To develop an understanding of the emotional and developmental needs of care leavers
- To understand adolescence as a stage of development particularly the psychological tasks facing 16 -21 year olds
- To critically reflect on and improve your practice

Duration: September-December

**Time Commitment: Weekly, Thursdays 10.00-1.00
(Weeks 1, 6 and 12, 9.30-3.30)**

Fee: £638



“ I used the course ideas and thinking in consultation with colleagues and developed and delivered training around the course ideas and materials ”

Former student
Postgraduate Diploma/MA in Child and Adolescent Primary
Mental Health Care Work (ref. M42)

Working with Delinquency and Perversion: An application of psychoanalytic theory (ref. CPD11)

Entry Requirements:

It would be an advantage, but not essential, to have completed "Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence" (CPD70) (page 32) prior to this course.

Who is this course for?

Professionals working in psychology, medicine, social work, psychotherapy, nursing and related disciplines, at any stage of their career wanting a good grounding on psychoanalytic ideas relating to forensic patients.

Aims:

The objective of the course is to provide ways of thinking about this patient group who, because of their way of relating and their impact on professionals, frequently inhibit the professional's capacity to think clearly.

Learning Outcomes:

Participants will be offered the opportunity to attain a good grasp of the main psychoanalytic principles and to gain an appreciation of meaning attached to patients' actions and their origins in the unconscious.

Through this understanding it is to be hoped that the worker will feel more equipped in their management and treatment of their patients.

Duration: January-June

Time Commitment: Fortnightly, Tuesday evenings, 6.00-8.00

Fee: £403

Workshops for Named and Designated Child Protection Professionals: Doctors (ref. CPD14d)

Who is this course for?

Named and designated child protection doctors.

Aims:

- To provide an opportunity to explore the roles and tasks of the designated or named professional in their settings
- To examine how they will take up these roles and tasks within their workplace
- To examine how their supervisory and management responsibilities for child protection work will be discharged within their setting
- To discuss case management and the dilemmas faced by named professionals

Learning Outcomes:

Learning is based on the participant's own practice as a designated and named professional and focuses on four inter-related functions of the designated and named professional:

- Ensuring the implementation of Trust tasks and policies in relation to child protection
- Focusing on staff practice in child work
- Facilitating staff's professional practice in relation to child protection work
- Managing inter-agency relationships and demands

Learning is also based on the struggle to mediate effectively and creatively between these four functions. Participants will have the opportunity to reflect and work on the issues and feelings engendered by the clinical work entailed in child protection work.

Duration: October-July

Time Commitment: Monthly, Wednesdays, 2.30-5.00

Fee: £536

Workshops for Named and Designated Child Protection Professionals: Nurses (ref. CPD14n)

Who is this course for?

Named and designated child protection nurses

Aims:

- To provide an opportunity to explore the roles and tasks of the designated or named professional in their settings
- To examine how they will take up these roles and tasks within their workplace
- To examine how their supervisory and management responsibilities for child protection work will be discharged within their setting
- To discuss case management and the dilemmas faced by named professionals

Learning Outcomes:

Learning is based on the participant's own practice as a designated and named professional and focuses on four inter-related functions of the designated and named professional:

- Ensuring the implementation of Trust tasks and policies in relation to child protection
- Focusing on staff practice in child work
- Facilitating staff's professional practice in relation to child protection work
- Managing inter-agency relationships and demands

Learning is also based on the struggle to mediate effectively and creatively between these four functions. Participants will have the opportunity to reflect and work on the issues and feelings engendered by the clinical work entailed in child protection work.

Duration: October-July

Time Commitment: Monthly, Wednesdays, 9.30-12.00

Fee: £536

Child Development, Attachment, and Neuroscience Research for Professionals Working with Infants and Young Children (ref. CPD28)

Who is this course for?

Anyone working with children, young people and families, or in adult therapeutic work, who wishes to gain knowledge in, or catch up with, some of the important recent developmental science research. The research should be relevant to the applicant's interests

Aims:

To give participants a solid grounding in research, child development, neuroscience and attachment theory, grounded in an awareness of cultural issues and aimed at providing information to practitioners in an accessible and interesting way.

Learning Outcomes:

- Increased understanding of attachment, neuroscience and developmental psychology research
- The ability to apply these concepts in a work setting
- A deeper understanding of the relevance of the research to practice

Duration: October-July

Time Commitment: Fortnightly, 1½ hour lectures

Fee: £350

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Entry Requirements:

There are no formal requirements, but participants are expected to work in mental health in some capacity. It is also expected that participants will consult the literature provided and be prepared to bring clinical material for work discussions.

Who is this course for?

Adult mental health professionals and teams; CAMHS professionals and teams; adult, child and adolescent psychiatrists; privately practising adult, child and family psychotherapists; school and university counsellors; NHS managers; social workers, social care managers; GPs; health visitors, midwives; voluntary sector workers; voluntary sector project managers; mental health and social care researchers.

Aims:

The objective of the course is to contribute to an integration of issues of race, culture and ethnicity in mental health assessment, treatment and care in the mental health workforce generally. It aims to enable mental health professionals acquire cross-cultural understanding, confidence in their abilities to work efficiently cross-culturally and specific interviewing, assessment and supervision skills.

Learning Outcomes:

Participants will acquire:

- a dynamic understanding of race, culture and ethnicity
- an ability to integrate culture, race and ethnicity with professional frameworks in case discussions
- cross-cultural observation skills
- cross-cultural interviewing and assessment skills
- cross-cultural supervision skills
- an awareness of relevant literature
- increased confidence in cross-cultural mental health work

Duration: October-July

Time Commitment: Monthly, Monday evenings, 7.00-9.00

Fee: £70 per session; £610 for whole course

Participants can sign up for individual sessions or the whole course

Introduction to Counselling and Psychotherapy (ref. D12)

Who is this course for?

Any professional who is interested in the wider understanding of psychotherapeutic work. The course will also be of particular interest to doctors pursuing careers in psychiatry or general practice, psychologists, nurses, social workers, NHS counsellors.

Aims:

- To introduce the range of psychotherapeutic work, including different paradigms and modalities within the public sector
- To develop understanding of the relevant aspects of psychodynamic theory.
- To engage participants in the application of psychodynamic theory to aspects of their own working life.
- To develop an understanding of unconscious processes.
- To critically reflect on the importance of primitive ways of communicating in the work setting.
- To define and understand processes which interfere with the therapeutic encounter.

Learning Outcome:

Participants will develop an understanding of the underlying dynamics present in the complexities of the health and social care environment.

A psychoanalytic theoretical framework, together with the experience of the clinical discussion seminars, will help participants develop their knowledge and understanding of therapeutic relationships. This will assist in the delivery of care, treatment and the assessment of risk.

The development of the understanding of group and institutional dynamics will assist participants involved in management and supervision of staff and services.

Approved by the Royal College of Psychiatrists for CPD and recommended by the British Psychological Society for CPD.

Duration: October-July

Time Commitment: Weekly, Tuesday, 9.30-12.30

Fee: £1,875

Postgraduate Certificate in Child, Adolescent and Family Mental Well-being: Multidisciplinary practice (ref. D24)

Entry Requirements

Participants are normally expected to have at least two years practice experience since qualification and to be working with children and/or families experiencing difficulties.

Who is this course for?

This new multidisciplinary programme of study is designed to provide an advanced level of study for nurses (paediatric, child protection and Looked after Children's nurses) counsellors, social workers, child and adolescent primary mental health care workers, CAMHS practitioners, nursing practitioners and fostering and adoption staff and carers.

It can be taken as a stand-alone course and can also lead to one of five specialist pathways leading to Diploma/MA programmes.

Aims:

- To provide a solid introduction to child, adolescent and family mental health, assessment, early intervention, treatment and appropriate referral on where required
- To develop a theoretical framework for understanding child, adolescent and family development and family functioning
- To develop advanced knowledge, clinical capabilities and skills in working with children adolescents and their families drawing upon psychodynamic and systemic theories
- To become capable of undertaking informed early assessment, skilful and effective preliminary work and/or know how and where to refer children, young people and families on for more specialised treatment
- To develop a framework for understanding the organisational dynamics of child care and mental health practice and in particular the factors that can impede effective communication, care planning and effective treatment outcomes
- To gain an enhanced professional expertise, particularly in working with unconscious and systemic processes in families and organisations

Learning Outcomes:

The course is underpinned by the Common Core of Knowledge and Skills central to the Every Child Matters agenda, which has shaped child care policy and practice in England and Wales and is informed by the Core CAMHS competences (DoH 2007).

It also seeks to address and promote the Integrated Children's Service Agenda, through ongoing and specially designed teaching strategies throughout the year.

A generally better understanding of the policy drivers and benchmarks' of good practice (and of evidence bases where they exist).

A sense of authority in work with children and families and a knowledge of what can be done and what might need to be undertaken by others, effective signposting and referral to other services.

The capacity to engage inter-disciplinary colleagues in thinking about best practice for any given child or family and the capacity to work with and across other agencies.

Duration: October-July

Time Commitment: Weekly, Mondays

Fee: £2610

Working with People with Eating Disorders and Body Image Disturbance (ref. D9)

Who is this course for?

Any professional groups working with patients with eating disorders or body image disturbance, such as doctors, nurses, dieticians, psychotherapists and psychologists.

Aims:

- To enable students to reflect on the dynamic relationships with their patients and to become more aware of their own feelings and the role these play in the work
- To examine their own defences, as well as those of colleagues and institutions, when faced with the reality of young chronic patients who engender feelings of helplessness and despair
- To offer theoretical input which may stimulate further thought and suggest new ways of understanding
- To work towards the integration of new ideas by the detailed discussion of actual working situations
- To understand the importance of early experience in later attitudes to food and eating
- To tease out some of the unconscious meanings and associations of food and eating and to consider how these might help in the understanding of the psychopathology of eating disorders

Learning Outcomes:

- Knowledge: current literature, range of theoretical perspectives, historical development
- Thinking skills: reflect on own role, understand your own and others' difficulties in the work, monitor your own attitudes
- Subject-based practical skills: observe details of interaction, write an accurate account based on observation, follow and engage in detailed discussion of clinical work
- Skills for life and work (general skills): formulate clinical hypotheses, evaluate interventions, present views verbally in a group

Duration: 2 years, October-July

Time Commitment: Weekly, Thursdays, 11.30-4.00

Fee: Year 1 - £2,294

Postgraduate Certificate/Diploma in Applied Systemic Theory (ref. D4)**Entry Requirements:**

Applicants should have a minimum of two years post-qualifying work experience and should be employed or find a work placement in a setting which enables them to apply systemic ideas to their ongoing work.

Who is this course for?

Applicants usually need to have a professional qualification in the field of psychology, nursing, social work, psychiatry, teaching, occupational therapy, counselling or general practice.

Aims:

- To teach course participants to develop a systemic theoretical framework. The curriculum is based on an examination of the development of systemic ideas, including an introduction to current thinking and debates in the field.
- To develop an interactional perspective for working with individuals, couples, families, work groups and organisations and help to apply systemic ideas to their current practice.

Learning Outcomes:

Participants gain knowledge of the history of systemic ideas, philosophical underpinnings and wider cultural discourses and their place in the systemic theoretical frame. Participants develop an ability to analyse and critically evaluate theoretical ideas, to reflect on their practice and connect it to personal and professional development. They also develop a recognition of their own and others' involvement in their practice. Participants are expected to design a clinical research project.

Engagement and interviewing skills, providing interventions with families, working with specific issues and contexts and undertake research. Broader skills include: self reflexivity, communication, capacity to observe and engage with difference, to be able to recognise and manage issues of power and discrimination, work in multidisciplinary teams.

Duration: 2 years, October-July

Time Commitment: Weekly, Fridays, 2.00-5.30

Fee: Year 1 - £1,677

Postgraduate Diploma/MA in Psychological Therapy with Children, Young People and Families (ref. M34)**Entry Requirements:**

Experience of working with children, young people or families, and therapeutic skills and/or aptitude.

Who is this course for?

Nurses, CAMHS practitioners, counsellors, social workers, psychotherapists, creative arts therapists, child and adolescent primary mental health care workers and others who work with children and families.

Aims:

This course will train professionals who wish to work therapeutically in child mental health settings with children, parents, young people and families. It is designed to equip participants for a role that has become increasingly needed in the CAMHS workforce. It will provide foundations in developmental theory, key presenting issues in CAMHS, an understanding of systemic, psychoanalytic and other (evidence based) modalities and offer a range of supervision and forums for case presentation in which people will develop a number of specialist areas of therapeutic understanding and practice.

Learning Outcomes:

- Excellent clinical skills
- Good skills in undertaking CAMHS assessments
- Solid understanding of presenting issues in children and key diagnostic categories
- Good understanding of research methods pertaining to the field
- Ability to deliver evidence-based treatments
- Good understanding of key attachment, neuroscience and developmental psychology research
- Systemic family therapy skills enabling work with families and networks
- Psychodynamic skills and understandings in working with children, young people and parents
- A good understanding of key therapeutic concepts

Duration: 3 years, October-July

Time Commitment: tbc

Fee: £3,100

Today patients play a greater role in shaping local NHS services than ever before. We want to ensure that the voices of the patients, their carers and the public are at every level of supervision including how we design courses for mental health professionals

Postgraduate Certificate/Diploma/MA in Psychodynamic Approaches to Working with Adolescents (ref. M33)

Entry Requirements:

Participants will hold a first degree or equivalent, but application is also encouraged from individuals without a formal qualification, who can demonstrate extensive experience in a working role with young people, which they must hold throughout the course of study.

Who is the course for?

All NHS professionals working directly with adolescents.

Aims:

The course is specifically designed for those working with young people and covers the adolescent developmental process from a broad psychoanalytic perspective, as well as taking into account biological and social influences on development. The course provides an introduction to the problems and disturbances of adolescence.

To provide a distinctive, multidisciplinary training for mainly front-line workers who will be equipped as practitioners to work across the adolescent age range and think across service boundaries.

To help students to become highly specialised in applied psychoanalytic practice, as it relates to their role in work with young people and in the teams and organisations in which they operate

To provide a forum for developing self-reflective practice, greater observational capacities and therapeutic communication with young people.

To provide an opportunity to study the 16-25 age group highlighted by many social policy documents recently as being a group in particular need of specialist services and hence of training for staff working with this group.

Learning Outcomes:

- To develop greater skill in self-reflection in their work with young people, often in situations where there is a high degree of anxiety concerning risk
- To develop their observational capacities in their working interactions with young people, and in their interactions with colleagues, thus reducing the tendency to respond in ways that heighten anxiety within the system, or demand additional resources
- To develop skill in observing and responding appropriately to group, team and organisational processes that can prevent effective collaborative work

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Tuesdays, 10.00-1.00

Fee: Year 1 - £1,644

Postgraduate Diploma/MA in Child Protection and Complex Child Care (ref. M22)

Entry Requirements:

Nurses and health visitors must be registered with the Nursing and Midwifery Council, have at least 3 years post-registration work experience and be in full or part-time work with children or families.

Who is this course for?

Nurses, social workers and CAHMS therapists, practitioners and primary care workers.

Aims:

- To understand and work with child maltreatment in your working role, including understanding unconscious processes in individual, familial and organisational contexts.
- To work better inter-professionally and with sensitivity to diversity and needs of service users.
- To become authoritative and confident in a leadership role.

Learning Outcomes:

You will understand the origins and impact of abuse on children and their development, understand why abuse occurs and have a conceptual framework for effective work. Diversity and service user perspectives are emphasised as is multi-professional work. Your casework will be discussed in supervision groups, which will address practice and risk issues and the capacity to work effectively in situations of risk and uncertainty.

You will learn to think about how work with abuse impacts on individuals, teams and organisations and in multi-agency communication. You will have an introduction to the family dynamics of abusive families and their impact on all who work with them. You will develop greater capacity for reflection and use your own personal experience to enhance your understanding and be able to make effective interventions.

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Thursdays, 9.00-5.00

Fee: Year 1 - £2,671

MA in Child and Adolescent Primary Mental Health Care Work (ref. M42)

Entry Requirements:

Candidates are normally expected to have at least three years' practice experience since qualification and be in full or part-time work with children, young people and/or families experiencing difficulties (this may include managing, teaching or supervising staff).

Normally, an appropriate professional qualification relevant to their chosen career. Nurses should be registered with the Nursing and Midwifery Council and active social workers should have a CQSW or Dip. SW or equivalent to undertake the AASW.

Who is this course for?

This multidisciplinary course was commissioned by the National CAMHS support service/CSIP to develop the knowledge, skills and capabilities of Child Primary Mental Health Workers (PMHWs), as part of the newly emerging CAMHS workforce.

This programme will also be of interest to anyone working in front-line primary care, who would like to develop their knowledge, skills and practice capabilities in the field of child, adolescent and family mental health.

Aims:

- To develop capabilities in promoting psychological and emotional well-being; working with mental health difficulties in children, young people and families; in supporting front line staff through supervision, liaison and consultation and or training in their work in this multi-agency setting
- To develop knowledge and skills in the complex field of child, adolescent and family mental health

Learning Outcomes

You will integrate multimodal theoretical frameworks, drawing upon psychodynamic and systemic theory for understanding, safeguarding and promoting good developmental outcomes and emotional and psychological well being for children, young people and families.

You will develop the capabilities to effectively recognise children's mental health strengths and difficulties and to intervene and refer on appropriately, when necessary.

You will develop consultation/liaison, supervision and training skills, enabling your development into primary care professionals and healthcare workers within universal services.

You will develop greater capacity for reflection and will develop clinical capabilities and competencies in direct and indirect work with children and families with psychological and mental health difficulties - through the use of a variety of therapeutic techniques, through liaison, supervision and consultation.

Professional accreditation: The course has been accredited by the GSCC for the Advanced Award in Social Work (Children, Young People and Families) and is informed by the PMHWA competences framework (DoH 2005)

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Thursdays, 9.00-5.00

Fee: Year 1 - £2,713

Postgraduate Diploma/MA in Psychoanalytic Observational Studies (ref. M7)

Entry Requirements:

- First degree or equivalent
- Previous experience of working in a professional capacity directly with children, young people, parents or families (minimum 1 year full-time equivalent)
- Current direct work with children, young people, parents or families (minimum one day a week if substantial previous experience)

Who is the course for:

Professionals working with children, adolescents, parents and families in health, mental health, children's services, youth offending teams and community work.

Aims:

- To extend and deepen an understanding of human development and the inter-relationship between external and internal factors, within a psychoanalytic framework, for professionals who are already working with children, adolescents and families
- To increase the number of professionals working directly with children and families in the community, who have developed the capacity for close observation and have acquired a sound psychoanalytic framework for understanding the dynamics of human interaction and to extend their capacity for appropriate intervention
- To extend an awareness of psychoanalytic thinking and the usefulness of thoughtful, close observation to participants whose aptitudes may lead to becoming senior practitioners or managers responsible for recruitment and training, who will make use of this awareness in policy making
- To encourage participants whose abilities may provide them with opportunities to develop and apply this model of teaching to training and professional development in their work setting

Learning Outcomes:

- Develop the ability to apply insights from psychoanalytic thinking and child development research to work settings with children, young people and their parents
- Observe the development of a new-born baby through weekly observation and to compare and contrast the observed baby with up to four others to begin to see the rich diversity of healthy child development in a variety of social and cultural contexts

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Mondays or Wednesday evenings

Fee: Year 1 - £2,043

Postgraduate Diploma/MA in Early Years Development: Infant Mental Health (ref. M9)

Entry Requirements:

Graduates and/or early years professionals with experience in this field, who are currently working with this age group.

Who is the course for?

For early years managers, nursery heads and staff, family social workers, health visitors, midwives, paediatric nurses, clinical psychologists and parent-infant practitioners

Aims:

- An experiential and theoretical approach to understanding children's emotional, social and cognitive development
- Understanding infant and young children's behaviour, play and communications - early identification and assessment of difficulties
- Developing a therapeutic approach to work with parents, infants and young children including group, individual and family interventions
- Developing relationships of infants and children within the family context
- Examining emotional and behavioural problems which can affect this age group
- Looking at factors which promote healthy emotional development of infants and children
- Responding to families where problems include: attachment and parent-infant relationship difficulties; post-natal depression; clinginess and separation anxiety; feeding and sleep difficulties; tantrums and disruptive behaviour; communication and developmental delay in young children

Learning Outcomes:

- Greater understanding of infant and young child development
- Enhanced observational skills
- Greater understanding of infant and young children's non-verbal and verbal communications and behaviours
- Greater skills in assessing behavioural difficulties and underlying family problems
- Awareness of the emotional and behavioural problems which can affect this age group

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Wednesdays, 10.00-3.15

Fee: Year 1 - £2,043

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

Entry Requirements:

Applicants are expected to have a minimum of three years experience in their respective professions. In addition, they will usually be directly involved in the management, training or development of other professional workers or engaged in consultative work for specific organisations. As such, they will usually hold first degrees or equivalents and/or have professional experience commensurate with that level of training.

Who is the course for?

Managers, leaders, consultants and coaches from any organisational sector. The material studied is highly relevant to the challenges presented by work in the health service and social work.

Aims:

This course aims to give participants the skills to understand where challenges may exist and then to create organisational architectures which encourage creativity, co-operation and distributed leadership. The course deepens an understanding of unconscious workplace dynamics and then develops skills to lead change. This course is the foundation for the Professional Doctorate in Consultation and the Organisation (details upon request).

The course trains participants to take up a 'consultative stance' which they can utilize from within an organisation as a manager, or when working externally as a consultant or coach. The three core modules integrate all areas of the programme:

- Theory Seminars - to engage in dialogue about organisational and human relations concepts, drawing on psychoanalytic-systems theory
- Skills and Interventions - to learn how to take up a consultative stance, using the 'self as an instrument' of change
- Experiential Learning - to take part in experiential groups and a group relations programme offering the unique Tavistock approach of conscious reflection and unconscious engagement on individual and group behaviour

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Tuesdays, 2.00-7.00

Fee: Year 1 - £2,860

Postgraduate Diploma/MA in Working with Groups (ref. D11)

Entry Requirements:

Participants will need to demonstrate some experience of working in or with groups. Settings could include primary care, CAMHS teams or CMHTs, residential or inpatient settings, youth offending services, services for older adults.

Who is this course for?

Professionals in services which offer group work with service users, as well as those working within project groups and teams. This includes all areas of child and adult mental health, in primary care, community multidisciplinary teams, in-patient and residential settings. The course content is also particularly relevant for those working in multi-agency settings.

- For professionals working with groups of clients
- For members of public sector teams, work groups or services
- For team leaders and managers of groups and teams including: nurses, occupational therapists, social workers, counsellors, ward managers, CAMHS managers, CMHT and counselling services, managers of residential services

Aims:

- To provide introductory training, through reading, lectures, work discussion and experience, in looking at groups by their own membership, in order to deepen understanding of how groups function and to develop awareness of what happens in group dynamics that may enhance or inhibit the effectiveness of groups and teams
- To assist participants who are required to work in groups, to create a framework for thinking about all aspects of group, team and organisational functioning
- To help course members understand more about particular issues in group functioning, including role, task, boundary, leadership and followership, difference and diversity, group size and clarity of membership
- To apply learning to all aspects of group, team and organisational life
- To provide a course for those with a personal interest in developing their understanding of group functioning

Learning Outcomes:

- A greater understanding of group dynamics effective and dysfunctional process
- An understanding of open systems and psychodynamic approaches to understanding groups
- Achieving a greater self-awareness and understanding of the roles people take up in groups, and how they contribute to group functioning
- Developing specific effective skills in role as a group leader, manager, facilitator or member

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Fridays, 9.15-1.15

Fee: Year 1 - £1,970



Allied Health Professionals

Working with Difficult Patients: Psychoanalytic understanding applied to working in psychiatric and forensic settings (ref. CPD38)

- a) Psychodynamic Work with Personality Disordered Patients
- b) Psychoanalytically informed work with 'dangerous' patients: The work of the Portman Clinic
- c) Psychodynamic Understanding of Psychotic Disorders
- d) Working Creatively with Serious Eating Disorders
- e) Melancholia, Dysthymia and Chronic Depression

Reflective Practice with Severe and Enduring Mental Illness (ref. CPD6a)

Reflective Practice with Antisocial Personality Disordered patients: A therapeutic approach (ref. CPD6b)

Working with Violent and Perverse Women in Psychiatric and Forensic Settings (ref. CPD26)

Psychodynamic Approaches to Working With Children, Adolescents and their Families: Reconnecting with psychodynamic thinking (ref. CPD9)

Working with Difficult Patients: Psychoanalytic understanding applied to working in psychiatric and forensic settings (ref. CPD38)

5 consecutive days of training on different aspects of "Working with Difficult Patients"

a) Psychodynamic Work with Personality Disordered Patients

Who is this course for?

Mental health nurses, psychiatrists, social workers, psychologists, occupational therapists, probation officers, arts and music therapists.

Aims:

This one day course will offer a model for thinking about patients with personality disorder in mental health and forensic settings. This course will help clinicians reflect on their experience of difficult clinical problems and think about the effect of the patient's difficulties on the clinical setting. The course aims to:

- provide a model for understanding patients who suffer from a personality disorder
- develop the skills for a psychodynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools
- provide practical guidance to the management of patients with personality disorders in the context of their ongoing psychiatric care

Learning Outcomes:

At the end of this period of learning the participants on this programme will be able to:

- Understand the nature of personality disorder
- Make accurate assessments and in particular of their patient's risk
- To begin to engage patients in healthy relationships
- Be able to sustain work with personality disordered patients despite intense provocation

b) Psychoanalytically informed work with 'dangerous' patients: The work of the Portman Clinic

Who is this course for?

All staff who work in institutional settings or in community services, charged with the management and care of these patients/offenders including social workers, probation officers, psychologists, CPNs, psychiatrists, mental health nurses and their supervisors and managers, art and music therapists.

Aims:

- To introduce participants to some core concepts helpful in thinking about such patients/offenders, including violence, sexually damaging behaviours, risk and dangerousness and consultation to staff involved in the management and care of these patients
- To introduce aspects of clinical practice with these patients/offenders including addressing the inevitable impact this work has on the dynamics of the institutions working with them

Learning Outcomes:

The Portman Clinic offers assessment and psychotherapeutic treatment for patients who are disturbed by their delinquency, criminality and violence and by the fact that their sexual activity damages others and themselves. These patients are often referred to as forensic or antisocial personality disordered and are known to social care and psychiatric services and the criminal justice system. Some such clients/patients/offenders make up part of most practitioners' caseloads and not just those working in more acute, forensic or criminal justice settings. The issues of risk and dangerousness are central in the care and management of these patients and offenders, in whatever setting they are in.

c) Psychodynamic Understanding of Psychotic Disorders

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This one day course will offer a model for thinking about patients with psychotic disorders in mental health and forensic settings. This course will help clinicians reflect on their experience of difficult clinical problems and think about the effect of the patient's difficulties on the clinical setting. The course aims to:

- provide a model for thinking about and understanding psychotic disorders
- develop the skills for a psychodynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools
- provide practical guidance to the management of patients with psychotic disorders in the context of their ongoing psychiatric care

Learning Outcomes:

At the end of this learning period the participants will:

- Have a heightened awareness of their own unconscious
- Be able to use their own perception as well as other assessment tools to guide their thinking about their patient's psychology
- Be able to generate a range of hypotheses about the nature of their patient's mental health which uses both psychoanalytic understanding and other research based methods
- Have a greater understanding of the effect of the patient's unconscious on the work of the individual as well as on the team

d) Working Creatively with Serious Eating Disorders

Who is this course for?

All professionals concerned with the care of eating disorder patients, including nurses, psychiatrists, dieticians and psychologists.

Aims:

- To explore, through a series of theoretical and clinical presentations, the underlying personality difficulties of patients with serious and often chronic cases of eating disorders
- To discuss with group members the theory that there are no simple solutions or that any one form of treatment will help every patient.
- To examine the processes through which multidisciplinary groups of staff can work with these patients over time, towards helping them to re-engage with their own development

e) Melancholia, Dysthymia and Chronic Depression

Who is this course for?

Psychiatrists, psychologists, mental health nurses, counsellors, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

- To provide the psychoanalytic ideas which are useful in understanding the nature of serious, complex depressive disorders and which are helpful in treatment approaches to these patients.
- To examine the fundamental basis of complexity and origins of complexity and co-morbidity in depressive disorders
- To describe the role of psychotic and non-psychotic functioning in chronically depressed patients
- To indicate how these ideas can help the management of the patient and understand the way certain patients may evoke reactions in those involved in their care, which may be difficult or unhelpful

Learning Outcomes:

Anyone who has worked with chronically depressed patients will have encountered the defeating forces at work which may wear down everyone's best endeavours. The course aims to provide understandings which help mental health workers process these reactions.

Presentations will combine empirical knowledge from studies of development and genetics with observations made in the intensive psychoanalytic treatment of depressed patients.

Duration: July

Time Commitment: 1 day, 9.30-5.00

Part of 5 consecutive days of training on "Working with Difficult Patients"

Fee: £125 per day; £565 for all five

Reflective Practice with Severe and Enduring Mental Illness (ref. CPD6a)

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This three day course will offer a model for understanding and thinking about patients with a severe and enduring mental illness, particularly focusing on the factors that enhance therapeutic engagement, as well as providing an understanding of the factors that undermine therapeutic engagement. The broad emphasis of the course will be clinical and will make extensive use psychodynamic understanding of the patient and his/her relation with others immediately involved in his/her care.

This is a bespoke course, for up to 50 participants, designed for purchase by mental health trusts and offered to staff as part of the purchasing trusts CPPD programme. It will be delivered on site at the purchasing mental health trust.

The course aims to:

- provide a model for understanding and thinking about psychotic disorders
- develop mental health professionals' capacity to engage with patients who are suffering from a severe and enduring mental illness
- help staff assess their patient's needs, reduce the risk of relapse and assess risk factors
- provide practical guidance to the management of patients with a severe and enduring mental illness in the context of their ongoing psychiatric care

Learning Outcomes:

Improving an understanding of the patient's psychology will improve the staff's capacity to engage with their patients in a positive way that reduces the likelihood of relapse. The course will also help participants develop their assessment skills and particular notice will be paid to risk factors.

Duration: 3 consecutive days, dates to be agreed by purchasing Trust

Fee: £4,500

Reflective Practice with Antisocial Personality Disordered patients: A therapeutic approach (ref. CPD6b)

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This three day course will offer a model for understanding and working with patients who suffer from antisocial personality disorder. The course will focus on the relationship between the patient's internal world and external reality.

The course will focus on practical ways to engage patients in health promotion and healthy relationships.

This is a bespoke course designed for purchase by mental health trusts and offered to staff as part of the purchasing trusts CPPD programme. It will be delivered on site in the purchasing mental health trust.

The course aims to:

- provide a model for understanding patients with personality disorder
- enhance the participant's capacity to engage their patients and develop a therapeutic relationship
- develop the skills for a dynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools and improves risk assessment
- provide practical guidance to the management of patients with personality disorders in the context of their ongoing psychiatric care

Learning Outcomes:

This course will give participants knowledge that can then be used to facilitate good management and help to engage the patient in health promotion. It will also help participants make accurate assessment of their patient's risk and develop productive care plans.

Duration: 3 consecutive days, dates to be agreed by purchasing Trust

Fee: £4,500

Working with Violent and Perverse Women in Psychiatric and Forensic Settings (ref. CPD26)

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, art and music therapists, social workers and probation officers.

Aims:

- To provide a model for thinking about and understanding the nature of the difficulties of working with violent and perverse women
- To develop mental health professionals' capacity to engage with this client group
- To develop the skills for a dynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools and improves risk assessment
- To introduce aspects of clinical practice with these patients/offenders, including addressing the inevitable impact this work has on the dynamics of the institutions working with them

Learning Outcomes:

The issue of risk and dangerousness are central in the care and management of these patients and offenders in whatever setting they are in. Knowledge gained from the course will help participants to facilitate good management and to improve assessment and risk assessment skills.

Day 1 - Working with Violent Women

Day 2 - Borderline personality disorder and self-harm

Day 3 - Sado-masochism and its manifestations in the relationships these women have with other adults and with their own children

Duration: 3 days, July

Time Commitment: 3 consecutive days, 10.00-4.30

Fee: £140 per day; £400 for all three

Each day can be purchased separately or as a group.

Psychodynamic Approaches to Working With Children, Adolescents and their Families: Reconnecting with psychodynamic thinking (ref. CPD9)

Who is this course for?

Qualified clinical, educational and counselling psychologists. Professionals from other disciplines will be considered if there is a significant psychological component to their training or their work.

Aims:

The course aims to develop and build on the foundations of theoretical knowledge gained in previous clinical and educational training courses. In the current CAMHS environment of evidence-based practice, NICE guidelines and pressure of work, it can be a challenge to find time and space to reflect on one's work and to develop skills in using models that require longer term work. This course aims to offer some reflection on the challenges and the dilemmas that this context can pose and to help to explore creative solutions to them.

The course aims to help participants:

- Develop their knowledge and understanding of psychodynamic work with children, adolescents and their families
- Gain an understanding of some contemporary approaches to working with children and young people in various contexts
- Critically reflect on and improve their practice

Learning Outcomes:

The teaching on this course will promote learning from experience, through reflection and dialogue and the application of theory to practice. Lectures and work discussion groups will promote questioning, individual reflection and group discussion. Participants will also be an important source of teaching and learning for one another. The main teaching and learning methods will be through lectures and work discussion groups involving case presentations by participants.

The Work Discussion Groups will provide an opportunity for students to share and think about their own practice with children, adolescents and their families. There are four work discussion groups during the course therefore there will be an opportunity for each participant to bring and discuss some work with their own service users.

Duration: 4 days, July

Time Commitment: 4 consecutive days, 9.00-5.00

Fee: £505

Working with Families with Physical Illness: A systemic approach (ref. CPD57)

Who is this course for?

Clinical practitioners who are either working as part of a medical team or independently with families or individuals with acute or chronic physical illness.

The course can be adapted for whole teams in work places or for individuals at the Tavistock.

Aims:

To introduce the participants to systemic theory and techniques that can be used in the physical illness setting.

Learning Outcomes:

- To introduce the participants to thinking broadly about values, belief systems and similarities and differences
- To use these skills in clinical work and within teams
- To think about personal connections to the work and how this influences the clinician
- To be able to engage whole families in the room and consider multiple perspectives when working with individuals

Duration: September-October or January-February

Time Commitment: Weekly, Tuesdays, 10.00-4.30

Fee: £645

An Introduction to African-Centred Perspectives to Care (ref. CPD62)**Who is this course for?**

All practitioners working in the caring profession, including social care and mental health practitioners, educators, nurses, therapists, counsellors and social workers.

Aims:

This course is intended to provide an introduction to African psychology and to develop ideas of an African-centred approach to therapy and care. It will examine various psychological and psycho-social approaches to thinking about work with people of African and Afro-Caribbean descent.

The course aims to:

- examine theoretical understanding of ideas drawn from African-centred psychology and western psychology
- provide an opportunity to critique the accepted western models from an African-centred perspective
- provide a space within which relevant theoretical ideas can be explored and used to inform clinical/social experience
- offer a reflective space to critically appraise and enhance practice

Learning Outcomes:

On completion of the course it is intended that participants will have:

- Gained a critical awareness of African-centred psychology as they relate to practice
- Developed their ability to integrate practical experience with theoretical insight from an African-centred psychological perspective
- Gained an insight into the wealth of African-centred knowledge, experience and vision that will allow them to ground their work in both academic and practical understanding
- Demonstrated an appreciation of African-centredness in their private and public lives

Duration: May-June

Time Commitment: Weekly, Mondays, 9.30-12.00

Fee: £428

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)**Entry Requirements:**

No professional qualification required but participants are expected to have a practice base in which they can apply learning from the course.

Who is this course for?

All professionals working with children in adversity and all those who work in the adult mental health field, including social workers in both children and family and in adult mental health services, family centre workers, community based mental health professionals e.g. community psychiatric nurses, psychiatrists, psychologists, CAMHS professionals, primary care professionals - GP's health visitors, practice counsellors and practitioners in the voluntary sector.

Aims:

The family systems approach, which addresses the relational contexts for both children and adults and the professional cultures that evolve around them, is ideally suited to facilitating learning across professional and agency boundaries.

This course aims to:

- bring both a family perspective and an integrated approach into work with children in need or children at risk and to be able to assess the needs of young carers when providing services for mentally ill parents.
- provide an opportunity for professionals from both child and adult services to learn together and share practice perspectives and skills
- present best practice in this field

Learning Outcomes:

- Develop skills in inter-professional and inter-agency collaboration, especially regarding the needs of children
- Develop ways of listening to and eliciting children's ideas regarding a parent's mental illness
- Focus on a 'parent' as well as a 'patient' identity when working with those who have had a long immersion in the adult mental health services
- Help parents and children to talk together about their anxieties and their ways of coping
- Use ideas from the family systems approach to understand the unique circumstances of each family and how these impact upon their relationships and their interaction with professionals and services
- Engage the support systems available to families including extended family, professional and other services
- Address cultural diversity and the effects of inequality and social marginalisation

Duration: May-June

Time Commitment: Fortnightly, Tuesdays, 9.30-12.30

Fee: £342

The focus of our training is to help workers address the many psychological issues they are likely to face in their work with children, adolescents and adults and develop the psychotherapeutic skills needed for their work

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)

Who is this course for?

Practitioners from any discipline in voluntary and statutory services working with refugee and Black, Minority and Ethnic communities

Aims:

The course aims to heighten participants' sensitivity to, and understanding of, a range of subjects including:

- Models of community empowerment
- Improving the quality of multi-agency work in cross-cultural contexts
- Making use of relevant research findings in relation to BME work
- Working effectively with different minority communities
- How to collaborate with cultural consultants
- How to work across language barriers
- Identifying risk in cultural contexts and debunking myths in relation to 'acceptable' behaviour
- Taking account of the impact of traumatic separations and/or violence and forced migration on the emotional well-being of refugee and asylum seeking families
- Improving access to mental health
- Community outreach initiatives
- Tackling issues of stigma

Learning Outcomes:

- For participants to gain greater awareness of issues facing refugee and BME communities and to improve their competence in working alongside people and organisations from within these communities
- For participants to act as delegates for the teams and services to which they belong and bring the learning back by different means to improve overall cultural competence of their teams

Duration: January-March

Time Commitment: Weekly, Mondays, 3.00-5.30

Fee: £393

Informing Practice in Forensic Work: The Portman Perspective (ref. CPD13)

Entry Requirements:

Psychodynamic thinking, as applied to forensic work, may be acquired through previous experience of such courses as "Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence" (CPD70) (page 32), "Working with Delinquency and Perversion: An application of psychoanalytic theory" (CPD11) (page 52) or the equivalent.

Who is this course for?

Professionals working with patients and clients who show signs of delinquency and/or sexual perversion. Participants may be from settings for patients or clients who have committed offences of a violent or sexual nature, or they may be working with people who are in danger of such problems.

The course will be useful for those working in all areas, including the private sector, where there is a need to understand delinquent, violent or sexually harmful behaviour in both adults and young people. It will be especially relevant for professionals working in the forensic field including nursing, psychiatry, social work, psychology, psychotherapy and education.

Aims:

This course introduces participants to the elements of a model of work with forensic patients, through reading, supervision and reflective practice.

It aims to:

- provide an introduction to key concepts including Core Complex, the Intergenerational Transmission of Trauma and The Victim in the Abuser.
- provide an experience of psychodynamic supervision of ongoing work with individuals or groups of forensic patients, or with the network surrounding them. This will be by means of the technique of reflective practice, something needed by all practitioners exposed to the stress of such work.

Learning Outcomes:

By the end of course, participants will be beginning to be able to apply the theoretical concepts to working with patients/clients in their own setting and to share these with colleagues in a mutually supportive fashion.

This 10-week course can be taken as a stand alone option or can form the 1st term of a 1 year course in which further theoretical issues are explored and the understanding gained is deepened and expanded.

Duration: March-July

Time Commitment: Weekly, Wednesdays, 2.30-6.00

Fee: £475

Enactment: From concrete to symbolic thinking in forensic and psychotic patients (ref. CPD45)

Who is this course for?

Relevant for all professionals involved in work with patients who expose the clinician to severe psychopathology.

Aims:

The aim of the course is to help clinicians gain greater insight into their clinical work and demonstrate how this deeper understanding in the clinician can lead to a move from the concrete to more symbolic modes of thinking in the patient.

Learning Outcomes:

Its objective will be to explore all areas of concrete enactment and its place in severe psychopathology, in particular how psychoanalytic theory contributes to the deeper understanding of psychotic, violent and sexual behaviour in our patients. This will improve the work of those involved in working with such patients.

Duration: January-June

Time Commitment: Fortnightly, Thursday evenings, 7.30-9.30

Fee: £474

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

Who is this course for?

Anyone who is interested in gaining some psychoanalytic understanding of sexual perversions, delinquency and violence. It is hoped that it will interest those who have recently graduated in any degree and who may be thinking about, have already embarked upon, or have already completed trainings in clinical psychology, social work, medicine, probation, nursing (including psychiatric) or other related fields.

Aims:

To provide an introduction to a psychoanalytic way of thinking about difficult patients suffering from delinquency, violence or a sexual perversion in an accessible way, for participants with no prior knowledge of either psychoanalysis or forensic patient groups.

Learning Outcomes:

Participants would find these talks informative, gaining a psychoanalytic view of the problems people encounter and an understanding of the contribution of those working in what has become known as the forensic sector.

Participants will be able to develop a capacity to think about the behaviour of difficult patients and how to attach some meaning to their actions with a view to understanding sufficiently to assist the patient to develop some insight.

Duration: October-July

Time Commitment: Monthly, Tuesday evenings, 6.15-7.45

Fee: £321

Child Development, Attachment, and Neuroscience Research for Professionals Working with Infants and Young Children (ref. CPD28)

Who is this course for?

Anyone working with children, young people and families, or in adult therapeutic work, who wishes to gain knowledge in, or catch up with, some of the important recent developmental science research. The research should be relevant to the applicant's interests

Aims:

To give participants a solid grounding in research, child development, neuroscience and attachment theory, grounded in an awareness of cultural issues and aimed at providing information to practitioners in an accessible and interesting way.

Learning Outcomes:

- Increased understanding of attachment, neuroscience and developmental psychology research
- The ability to apply these concepts in a work setting
- A deeper understanding of the relevance of the research to practice

Duration: October-July

Time Commitment: Fortnightly, 1½ hour lectures

Fee: £350

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Entry Requirements:

There are no formal requirements, but participants are expected to work in mental health in some capacity. It is also expected that participants will consult the literature provided and be prepared to bring clinical material for work discussions.

Who is this course for?

Adult mental health professionals and teams; CAMHS professionals and teams; adult, child and adolescent psychiatrists; privately practising adult, child and family psychotherapists; school and university counsellors; NHS managers; social workers, social care managers; GPs; health visitors, midwives; voluntary sector workers; voluntary sector project managers; mental health and social care researchers.

Aims:

The objective of the course is to contribute to an integration of issues of race, culture and ethnicity in mental health assessment, treatment and care in the mental health workforce generally. It aims to enable mental health professionals acquire cross-cultural understanding, confidence in their abilities to work efficiently cross-culturally and specific interviewing, assessment and supervision skills.

Learning Outcomes:

Participants will acquire:

- a dynamic understanding of race, culture and ethnicity
- an ability to integrate culture, race and ethnicity with professional frameworks in case discussions
- cross-cultural observation skills
- cross-cultural interviewing and assessment skills
- cross-cultural supervision skills
- an awareness of relevant literature
- increased confidence in cross-cultural mental health work

Duration: October-July

Time Commitment: Monthly, Monday evenings, 7.00-9.00

Fee: £70 per session; £610 for whole course

Participants can sign up for individual sessions or the whole course

Introduction to Counselling and Psychotherapy (ref. D12)

Who is this course for?

Any professional who is interested in the wider understanding of psychotherapeutic work. The course will also be of particular interest to doctors pursuing careers in psychiatry or general practice, psychologists, nurses, social workers, NHS counsellors.

Aims:

- To introduce the range of psychotherapeutic work, including different paradigms and modalities within the public sector
- To develop understanding of the relevant aspects of psychodynamic theory.
- To engage participants in the application of psychodynamic theory to aspects of their own working life.
- To develop an understanding of unconscious processes.
- To critically reflect on the importance of primitive ways of communicating in the work setting.
- To define and understand processes which interfere with the therapeutic encounter.

Learning Outcome:

Participants will develop an understanding of the underlying dynamics present in the complexities of the health and social care environment.

A psychoanalytic theoretical framework, together with the experience of the clinical discussion seminars, will help participants develop their knowledge and understanding of therapeutic relationships. This will assist in the delivery of care, treatment and the assessment of risk.

The development of the understanding of group and institutional dynamics will assist participants involved in management and supervision of staff and services.

Approved by the Royal College of Psychiatrists for CPD and recommended by the British Psychological Society for CPD.

Duration: October-July

Time Commitment: Weekly, Tuesdays, 9.30-12.30

Fee: £1,875

Postgraduate Certificate in Child, Adolescent and Family Mental Well-being: Multidisciplinary practice (ref. D24)

Entry Requirements

Participants are normally expected to have at least two years practice experience since qualification and to be working with children and/or families experiencing difficulties.

Who is this course for?

This new multidisciplinary programme of study is designed to provide an advanced level of study for nurses (paediatric, child protection and Looked after Children's nurses) counsellors, social workers, child and adolescent primary mental health care workers, CAMHS practitioners, nursing practitioners and fostering and adoption staff and carers.

It can be taken as a stand-alone course and can also lead to one of five specialist pathways leading to Diploma/MA programmes.

Aims:

- To provide a solid introduction to child, adolescent and family mental health, assessment, early intervention, treatment and appropriate referral on where required
- To develop a theoretical framework for understanding child, adolescent and family development and family functioning
- To develop advanced knowledge, clinical capabilities and skills in working with children adolescents and their families drawing upon psychodynamic and systemic theories
- To become capable of undertaking informed early assessment, skilful and effective preliminary work and/or know how and where to refer children, young people and families on for more specialised treatment
- To develop a framework for understanding the organisational dynamics of child care and mental health practice and in particular the factors that can impede effective communication, care planning and effective treatment outcomes
- To gain an enhanced professional expertise, particularly in working with unconscious and systemic processes in families and organisations

Learning Outcomes:

The course is underpinned by the Common Core of Knowledge and Skills central to the Every Child Matters agenda, which has shaped child care policy and practice in England and Wales and is informed by the Core CAMHS competences (DoH 2007).

It also seeks to address and promote the Integrated Children's Service Agenda, through ongoing and specially designed teaching strategies throughout the year.

A generally better understanding of the policy drivers and benchmarks' of good practice (and of evidence bases where they exist).

A sense of authority in work with children and families and a knowledge of what can be done and what might need to be undertaken by others, effective signposting and referral to other services.

The capacity to engage inter-disciplinary colleagues in thinking about best practice for any given child or family and the capacity to work with and across other agencies.

Duration: October-July

Time Commitment: Weekly, Mondays

Fee: £2610

Working with People with Eating Disorders and Body Image Disturbance (ref. D9)

Who is this course for?

Any professional groups working with patients with eating disorders or body image disturbance, such as doctors, nurses, dieticians, psychotherapists and psychologists.

Aims:

- To enable students to reflect on the dynamic relationships with their patients and to become more aware of their own feelings and the role these play in the work
- To examine their own defences, as well as those of colleagues and institutions, when faced with the reality of young chronic patients who engender feelings of helplessness and despair
- To offer theoretical input which may stimulate further thought and suggest new ways of understanding
- To work towards the integration of new ideas by the detailed discussion of actual working situations
- To understand the importance of early experience in later attitudes to food and eating
- To tease out some of the unconscious meanings and associations of food and eating and to consider how these might help in the understanding of the psychopathology of eating disorders

Learning Outcomes:

- Knowledge: current literature, range of theoretical perspectives, historical development
- Thinking skills: reflect on own role, understand your own and others' difficulties in the work, monitor your own attitudes
- Subject-based practical skills: observe details of interaction, write an accurate account based on observation, follow and engage in detailed discussion of clinical work
- Skills for life and work (general skills): formulate clinical hypotheses, evaluate interventions, present views verbally in a group

Duration: 2 years, October-July

Time Commitment: Weekly, Thursdays, 11.30-4.00

Fee: Year 1 - £2,294

Masters in Systemic Psychotherapy (ref. M6)

Entry Requirements:

Applicants must have the following pre-requisites:

- Successful completion of an introductory and intermediate level course in family therapy and/or systemic approaches
- Employment or placement in a work setting which enables the applicant to practice systemic psychotherapy while attending the course for at least 100 hours per year.

Who is this course for?

It recruits from a wide range of associated disciplines and professions such as social work, clinical psychology, psychiatry, and nursing.

This is the oldest and first university-validated Family Therapy training qualification in UK. It is situated in a working NHS clinic, is accredited by the Association for Family Therapy and entitles its graduates to register with the United Kingdom Council of Psychotherapy.

The numbers of applications received for this course attest to its reputation of highest quality of training, also to the recognition amongst managers and employees of its relevance to the work undertaken in the NHS.

Aims:

- Models for conceptualising a wide range of presenting problems
- Ability to deliver and promote a high standard of systemic practice using a wide range of therapeutic skills and interventions with a diverse range of clinical work including complex and highly charged issues
- A theoretical framework to enhance clinical practice and leadership in key areas of professional practice - clinical, managerial and educational and particularly in challenging NHS contexts involving risk, uncertainty or complex clinical or organisational issues
- An awareness of how personal experiences affect professional work
- A thorough understanding of matters of difference and the impact of gender, race, culture and sexual orientation on individuals, families and the process of therapy

Learning outcomes:

- Includes inter-related theoretical, research and clinical studies as well as modules that connect the personal professional development of the therapist
- Participants work weekly in supervision groups within a CAMHS setting, taking on a range of referrals
- Includes adult mental health and different family constellations, including couples work and work with individuals
- In term 2, year 2, participants go on placement in pairs to primary care settings

Duration: 2 years, October-July

Time commitment: Monthly, Thursdays and Fridays, 1.00-6.00

Fee: £4,220

Postgraduate Certificate/Diploma/MA in Psychodynamic Approaches to Working with Adolescents (ref. M33)

Entry Requirements:

Participants will hold a first degree or equivalent, but application is also encouraged from individuals without a formal qualification, who can demonstrate extensive experience in a working role with young people, which they must hold throughout the course of study.

Who is the course for?

All NHS professionals working directly with adolescents.

Aims:

The course is specifically designed for those working with young people and covers the adolescent developmental process from a broad psychoanalytic perspective, as well as taking into account biological and social influences on development. The course provides an introduction to the problems and disturbances of adolescence.

To provide a distinctive, multidisciplinary training for mainly front-line workers who will be equipped as practitioners to work across the adolescent age range and think across service boundaries.

To help students to become highly specialised in applied psychoanalytic practice, as it relates to their role in work with young people and in the teams and organisations in which they operate

To provide a forum for developing self-reflective practice, greater observational capacities and therapeutic communication with young people.

To provide an opportunity to study the 16-25 age group highlighted by many social policy documents recently as being a group in particular need of specialist services and hence of training for staff working with this group.

Learning Outcomes:

- To develop greater skill in self-reflection in their work with young people, often in situations where there is a high degree of anxiety concerning risk
- To develop their observational capacities in their working interactions with young people, and in their interactions with colleagues, thus reducing the tendency to respond in ways that heighten anxiety within the system, or demand additional resources
- To develop skill in observing and responding appropriately to group, team and organisational processes that can prevent effective collaborative work

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Tuesdays, 10.00-1.00

Fee: Year 1 - £1,644

MA in Child and Adolescent Primary Mental Health Care Work (ref. M42)

Entry Requirements:

Candidates are normally expected to have at least three years' practice experience since qualification and be in full or part-time work with children, young people and/or families experiencing difficulties (this may include managing, teaching or supervising staff).

Normally, an appropriate professional qualification relevant to their chosen career. Nurses should be registered with the Nursing and Midwifery Council and active social workers should have a CQSW or Dip. SW or equivalent to undertake the AASW.

Who is this course for?

This multidisciplinary course was commissioned by the National CAMHS support service/CSIP to develop the knowledge, skills and capabilities of Child Primary Mental Health Workers (PMHWs), as part of the newly emerging CAMHS workforce.

This programme will also be of interest to anyone working in front-line primary care, who would like to develop their knowledge, skills and practice capabilities in the field of child, adolescent and family mental health.

Aims:

- To develop capabilities in promoting psychological and emotional well-being; working with mental health difficulties in children, young people and families; in supporting front line staff through supervision, liaison and consultation and or training in their work in this multi-agency setting
- To develop knowledge and skills in the complex field of child, adolescent and family mental health

Learning Outcomes

You will integrate multimodal theoretical frameworks, drawing upon psychodynamic and systemic theory for understanding, safeguarding and promoting good developmental outcomes and emotional and psychological well being for children, young people and families.

You will develop the capabilities to effectively recognise children's mental health strengths and difficulties and to intervene and refer on appropriately, when necessary.

You will develop consultation/liaison, supervision and training skills, enabling your development into primary care professionals and healthcare workers within universal services.

You will develop greater capacity for reflection and will develop clinical capabilities and competencies in direct and indirect work with children and families with psychological and mental health difficulties - through the use of a variety of therapeutic techniques, through liaison, supervision and consultation.

Professional accreditation: The course has been accredited by the GSCC for the Advanced Award in Social Work (Children, Young People and Families) and is informed by the PMHWA competences framework (DoH 2005).

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Thursdays, 9.00-5.00

Fee: Year 1 - £2,713

Postgraduate Diploma/MA in Psychoanalytic Observational Studies (ref. M7)

Entry Requirements:

- First degree or equivalent
- Previous experience of working in a professional capacity directly with children, young people, parents or families (minimum 1 year full-time equivalent)
- Current direct work with children, young people, parents or families (minimum one day a week if substantial previous experience)

Who is the course for:

Professionals working with children, adolescents, parents and families in health, mental health, children's services, youth offending teams and community work.

Aims:

- To extend and deepen an understanding of human development and the inter-relationship between external and internal factors, within a psychoanalytic framework, for professionals who are already working with children, adolescents and families
- To increase the number of professionals working directly with children and families in the community, who have developed the capacity for close observation and have acquired a sound psychoanalytic framework for understanding the dynamics of human interaction and to extend their capacity for appropriate intervention
- To extend an awareness of psychoanalytic thinking and the usefulness of thoughtful, close observation to participants whose aptitudes may lead to becoming senior practitioners or managers responsible for recruitment and training, who will make use of this awareness in policy making
- To encourage participants whose abilities may provide them with opportunities to develop and apply this model of teaching to training and professional development in their work setting

Learning Outcomes:

- Develop the ability to apply insights from psychoanalytic thinking and child development research to work settings with children, young people and their parents
- Observe the development of a new-born baby through weekly observation and to compare and contrast the observed baby with up to four others to begin to see the rich diversity of healthy child development in a variety of social and cultural contexts

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Mondays or Wednesday evenings

Fee: Year 1 - £2,043

Postgraduate Diploma/MA in Early Years Development: Infant Mental Health (ref. M9)

Entry Requirements:

Graduates and/or early years professionals with experience in this field, who are currently working with this age group.

Who is the course for?

For early years managers, nursery heads and staff, family social workers, health visitors, midwives, paediatric nurses, clinical psychologists and parent-infant practitioners

Aims:

- An experiential and theoretical approach to understanding children's emotional, social and cognitive development
- Understanding infant and young children's behaviour, play and communications - early identification and assessment of difficulties
- Developing a therapeutic approach to work with parents, infants and young children including group, individual and family interventions
- Developing relationships of infants and children within the family context
- Examining emotional and behavioural problems which can affect this age group
- Looking at factors which promote healthy emotional development of infants and children
- Responding to families where problems include: attachment and parent-infant relationship difficulties; post-natal depression; clinginess and separation anxiety; feeding and sleep difficulties; tantrums and disruptive behaviour; communication and developmental delay in young children

Learning Outcomes:

- Greater understanding of infant and young child development
- Enhanced observational skills
- Greater understanding of infant and young children's non-verbal and verbal communications and behaviours
- Greater skills in assessing behavioural difficulties and underlying family problems
- Awareness of the emotional and behavioural problems which can affect this age group

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Wednesdays, 10.00-3.15

Fee: Year 1 - £2,043

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

Entry Requirements:

Applicants are expected to have a minimum of three years experience in their respective professions. In addition, they will usually be directly involved in the management, training or development of other professional workers or engaged in consultative work for specific organisations. As such, they will usually hold first degrees or equivalents and/or have professional experience commensurate with that level of training.

Who is the course for?

Managers, leaders, consultants and coaches from any organisational sector. The material studied is highly relevant to the challenges presented by work in the health service and social work.

Aims:

This course aims to give participants the skills to understand where challenges may exist and then to create organisational architectures which encourage creativity, co-operation and distributed leadership. The course deepens an understanding of unconscious workplace dynamics and then develops skills to lead change. This course is the foundation for the Professional Doctorate in Consultation and the Organisation (details upon request).

The course trains participants to take up a 'consultative stance' which they can utilize from within an organisation as a manager, or when working externally as a consultant or coach. The three core modules integrate all areas of the programme:

- Theory Seminars - to engage in dialogue about organisational and human relations concepts, drawing on psychoanalytic-systems theory
- Skills and Interventions - to learn how to take up a consultative stance, using the 'self as an instrument' of change
- Experiential Learning - to take part in experiential groups and a group relations programme offering the unique Tavistock approach of conscious reflection and unconscious engagement on individual and group behaviour

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Tuesdays, 2.00-7.00

Fee: Year 1 - £2,860

Postgraduate Diploma/MA in Working with Groups (ref. D11)

Entry Requirements:

Participants will need to demonstrate some experience of working in or with groups. Settings could include primary care, CAMHS teams or CMHTs, residential or inpatient settings, youth offending services, services for older adults.

Who is this course for?

Professionals in services which offer group work with service users, as well as those working within project groups and teams. This includes all areas of child and adult mental health, in primary care, community multidisciplinary teams, in-patient and residential settings. The course content is also particularly relevant for those working in multi-agency settings.

- For professionals working with groups of clients
- For members of public sector teams, work groups or services
- For team leaders and managers of groups and teams including: nurses, occupational therapists, social workers, counsellors, ward managers, CAMHS managers, CMHT and counselling services, managers of residential services

Aims:

- To provide introductory training, through reading, lectures, work discussion and experience, in looking at groups by their own membership, in order to deepen understanding of how groups function and to develop awareness of what happens in group dynamics that may enhance or inhibit the effectiveness of groups and teams
- To assist participants who are required to work in groups, to create a framework for thinking about all aspects of group, team and organisational functioning
- To help course members understand more about particular issues in group functioning, including role, task, boundary, leadership and followership, difference and diversity, group size and clarity of membership
- To apply learning to all aspects of group, team and organisational life
- To provide a course for those with a personal interest in developing their understanding of group functioning

Learning Outcomes:

- A greater understanding of group dynamics effective and dysfunctional process
- An understanding of open systems and psychodynamic approaches to understanding groups
- Achieving a greater self-awareness and understanding of the roles people take up in groups, and how they contribute to group functioning
- Developing specific effective skills in role as a group leader, manager, facilitator or member

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Fridays, 9.15-1.15

Fee: Year 1 - £1,970



Clinical and Counselling Psychologists

Developing Core Systemic Theory and Practice Skills:
Applications in different work contexts (ref. CPD87)

Working with Violent and Perverse Women in
Psychiatric and Forensic Settings (ref. CPD26)

Psychodynamic Approaches to Working With
Children, Adolescents and their Families:
Reconnecting with psychodynamic thinking
(ref. CPD9)

Personality Assessment Workshop Series for Applied
Psychologists: Level I Training in the Rorschach
Comprehensive System (ref. CPD88)

An Introduction to Psychodynamic Concepts for
Clinical and Counselling Psychologists (ref. CPD60)

Working in Organisations: Group Relations
Conference (ref. CPD61)

Relating to Self-harm and Suicide in Adolescents and Young Adults (ref. CPD29)

Informing Practice in Forensic Work: The Portman perspective (ref. CPD13)

Working with Delinquency and Perversion: An application of psychoanalytic theory (ref. CPD11)

Psychological Therapies Supervision Groups (ref. CPD67)

Introduction to Counselling and Psychotherapy (ref. D12)

Understanding Trauma: Principles and practice (ref. D18)

Postgraduate Certificate in Child, Adolescent and Family Mental Well-being: Multidisciplinary practice (ref. D24)

Postgraduate Certificate/Diploma/MA in Working with People with Eating Disorders (ref. D9)

Postgraduate Certificate/Diploma in Applied Systemic Theory (ref. D4)

Masters in Systemic Psychotherapy (ref. M6)

Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part I: Qualifying Course in Psychodynamic Psychotherapy) (ref. D58)

Intercultural Psychodynamic Psychotherapy (Part two: Qualifying Course in Psychodynamic Psychotherapy) (ref. D59)

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

Postgraduate Diploma/MA in Working with Groups (ref. D11)

Developing Core Systemic Theory and Practice Skills: Applications in different work contexts (ref. CPD87)

Who is this course for?

Counselling and clinical psychologists, working in all mental health settings.

Aims:

The course will provide participants with the opportunity to explore key systemic concepts and how these might be taken back and used creatively in their specific work contexts. Core systemic concepts will be examined with reference to therapeutic use of genograms, working with people's belief systems, the transformative power of stories, working with social difference and power in therapy and use of the therapist's stories of self.

Learning Outcomes:

- Improving the participant's confidence in applying core systemic skills and concepts to their own practice
- Participants will have the opportunity to discuss their own case material and work contexts so that they can creatively develop possibilities for bringing the systemic perspective into their own agency

Duration: 3 days, March

Time Commitment: 3 consecutive days, 9.30-4.30

Fee: £395

Working with Violent and Perverse Women in Psychiatric and Forensic Settings (ref. CPD26)

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, art and music therapists, social workers and probation officers.

Aims:

- To provide a model for thinking about and understanding the nature of the difficulties of working with violent and perverse women
- To develop mental health professionals' capacity to engage with this client group
- To develop the skills for a dynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools and improves risk assessment
- To introduce aspects of clinical practice with these patients/offenders, including addressing the inevitable impact this work has on the dynamics of the institutions working with them

Learning Outcomes:

The issue of risk and dangerousness are central in the care and management of these patients and offenders in whatever setting they are in. Knowledge gained from the course will help participants to facilitate good management and to improve assessment and risk assessment skills.

Day 1 - Working with Violent Women

Day 2 - Borderline personality disorder and self-harm

Day 3 - Sado-masochism and its manifestations in the relationships these women have with other adults and with their own children

Duration: 3 days, July

Time Commitment: 3 consecutive days, 10.00-4.30

Fee: £140 per day; £400 for all three

Each day can be purchased separately or as a group.

Psychodynamic Approaches to Working with Children, Adolescents and Their Families: Reconnecting with psychodynamic thinking (ref. CPD9)

Who is this course for?

Qualified clinical, educational and counselling psychologists. Professionals from other disciplines will be considered if there is a significant psychological component to their training or their work.

Aims:

The course aims to develop and build on the foundations of theoretical knowledge gained in previous clinical and educational training courses. In the current CAMHS environment of evidence-based practice, NICE guidelines and pressure of work, it can be a challenge to find time and space to reflect on one's work and to develop skills in using models that require longer term work. This course aims to offer some reflection on the challenges and the dilemmas that this context can pose and to help to explore creative solutions to them.

The course aims to help participants:

- Develop their knowledge and understanding of psychodynamic work with children, adolescents and their families
- Gain an understanding of some contemporary approaches to working with children and young people in various contexts
- Critically reflect on and improve their practice

Learning Outcomes:

The teaching on this course will promote learning from experience, through reflection and dialogue and the application of theory to practice. Lectures and work discussion groups will promote questioning, individual reflection and group discussion. Participants will also be an important source of teaching and learning for one another. The main teaching and learning methods will be through lectures and work discussion groups involving case presentations by participants.

The Work Discussion Groups will provide an opportunity for students to share and think about their own practice with children, adolescents and their families. There are four work discussion groups during the course therefore there will be an opportunity for each participant to bring and discuss some work with their own service users.

Duration: 4 days, July

Time Commitment: 4 consecutive days, 9.00-5.00

Fee: £505

Personality Assessment Workshop Series for Applied Psychologists: Level 1 Training in the Rorschach Comprehensive System (ref. CPD88)

Entry Requirements:

A degree in psychology, or for mental health professionals, apart from trainee/qualified psychologists, completion of the BPS (British Psychological Society) approved training in level A and Level B Competence in Testing.

Who is this course for?

Qualified and trainee psychologists, in addition to mental health professionals who fulfil the Entry Requirements.

Aims:

The training will enable participants to use the Rorschach as part of their professional practice, on completion of the training, with supervision from an experienced Rorschach Practitioner.

Learning Outcomes:

The Rorschach Comprehensive System (RCS) is a perceptual test which provides an in-depth description of the individual across a range of dimensions. It is one of the most widely used tests by psychologists around the world, having established international status both as a clinical tool and a measure for undertaking quantitative research.

The RCS is used within a variety of settings, namely clinical, forensic, educational, research and by psychologists engaged in consultancy work with both individuals and organisations. As the RCS is considered atheoretical, it can be used with various psychological models. In clinical settings, it can be used in the context of mental health teams and forensic services with patients presenting with high levels of complexity, or a confusing and uncertain clinical picture, where the RCS can be used to contribute to diagnosis and treatment planning.

Duration: 4 days, October-November

Time Commitment: 2 blocks of 2 days, 9.00-5.00

Participants are expected to complete a course work assignment and practice administering the Test in between the 2 teaching blocks

Fee: £530

The fee includes all the materials required for the administration and interpretation of the RCS test.

An Introduction to Psychodynamic Concepts for Clinical and Counselling Psychologists (ref. CPD60)

Entry Requirements:

Applicants must be either a trainee or qualified clinical or counselling psychologist. Other applied psychologists (eg educational) may also be considered.

Who is this course for?

Clinical or counselling psychologists, currently in training or qualified, who wish to develop their understanding of the impact of their work on themselves, to develop their understanding of clients and of the dynamics of teams and organisations.

Aims:

To deepen understanding of the processes affecting individuals, groups, teams and organisations (whether clients or professionals) through introducing core, relevant psychoanalytic concepts, theoretically and in practice.

Learning Outcomes:

The training will enhance the individual's knowledge of psychoanalytic concepts and their application to settings where individuals presenting with mental health difficulties are seen.

Duration: 5 days, July

Time Commitment: Monday-Friday, 9.00-5.15

Fee: £556

Working in Organisations: Group Relations Conference (ref. CPD61)

Entry Requirements:

Please note that this is a tough programme for developing 'soft' skills and applicants experiencing stressful circumstances such as divorce, bereavement or serious illness, are advised to attend at another time.

Who is the course for?

The conference is designed for NHS staff who need to understand how groups and organisations work. We will create an internationally renowned Tavistock Group Relations Conference. Recommended to directors, managers and team leaders.

Aims:

You will learn about:

- Organisational and manager/practitioner behaviour
- How you operate in groups
- How group membership, lateral and vertical collaboration and authorisation in role all affect organisational functioning and change management

There are no lectures or seminars given by staff; this is an experiential programme, comprising:

Intergroup Event
Whole System Meetings
Staff Management Event
Resource Management Event
Review Groups and Application Groups

In all of these sessions, you will participate and learn through experiencing them directly, about how you function personally and interact with others. You will also see how groups do and do not collaborate and interact with management groups. The Application Groups will allow you to apply your learning to your own job, role and tasks.

Please email for a more detailed course outline: tcs@tavi-port.org

Duration: September 2011

Time Commitment: 5-day residential course, Lucy Cavendish College, Cambridge

Fee: £1,428

Relating to Self-harm and Suicide in Adolescents and Young Adults (ref. CPD29)

Who is this course for?

All professionals in health and social care working with young people (adolescents and young adults) who self-harm and/or are suicidal.

Aims:

The course aims to help participants:

- develop helpful working relationships with young people who self-harm and/or are suicidal and to understand the key dynamics in these relationships
- gain and develop understanding of key approaches to working with these young people within health and social care organisations, applying the framework of the NICE guidelines and contemporary psychodynamic theory and practice to develop effective ways of assessing and intervening
- critically reflect on and improve their own practice and gain greater confidence and knowledge of work with these young people

Learning Outcomes:

- Increased knowledge of the current frameworks for practice (including the NICE guidance)
- Developing in-depth knowledge for relating to young people who self-harm and/or are suicidal, including knowledge of the dynamics in relationships
- Learning how to apply the psychodynamic and adolescent developmental frameworks to understanding self-harm and suicidality in young people
- Through sharing discussion of your own practice, gaining greater understanding and confidence of how to assess and intervene effectively in your work role in these situations

Duration: April-July

Time Commitment: Weekly, Tuesdays, 4.00-7.00

Fee: £536

Informing Practice in Forensic Work: The Portman Perspective (ref. CPD13)

Entry Requirements:

Psychodynamic thinking, as applied to forensic work, may be acquired through previous experience of such courses as "Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence" (CPD70) (page 32), "Working with Delinquency and Perversion: An application of psychoanalytic theory" (CPD11) (page 52) or the equivalent.

Who is this course for?

Professionals working with patients and clients who show signs of delinquency and/or sexual perversion. Participants may be from settings for patients or clients who have committed offences of a violent or sexual nature, or they may be working with people who are in danger of such problems.

The course will be useful for those working in all areas, including the private sector, where there is a need to understand delinquent, violent or sexually harmful behaviour in both adults and young people. It will be especially relevant for professionals working in the forensic field including nursing, psychiatry, social work, psychology, psychotherapy and education.

Aims:

This course introduces participants to the elements of a model of work with forensic patients, through reading, supervision and reflective practice.

It aims to:

- provide an introduction to key concepts including Core Complex, the Intergenerational Transmission of Trauma and The Victim in the Abuser.
- provide an experience of psychodynamic supervision of ongoing work with individuals or groups of forensic patients, or with the network surrounding them. This will be by means of the technique of reflective practice, something needed by all practitioners exposed to the stress of such work.

Learning Outcomes:

By the end of course, participants will be beginning to be able to apply the theoretical concepts to working with patients/clients in their own setting and to share these with colleagues in a mutually supportive fashion.

This 10-week course can be taken as a stand alone option or can form the 1st term of a 1 year course in which further theoretical issues are explored and the understanding gained is deepened and expanded.

Duration: March-July

Time Commitment: Weekly, Wednesdays, 2.30-6.00

Fee: £475

Working with Delinquency and Perversion: An application of psychoanalytic theory (ref. CPD11)

Entry Requirements:

It would be an advantage, but not essential, to have completed "Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence" (CPD70) (page 32) prior to this course.

Who is this course for?

Professionals working in psychology, medicine, social work, psychotherapy, nursing and related disciplines, at any stage of their career wanting a good grounding on psychoanalytic ideas relating to forensic patients.

Aims:

The objective of the course is to provide ways of thinking about this patient group who, because of their way of relating and their impact on professionals, frequently inhibit the professional's capacity to think clearly.

Learning Outcomes:

Participants will be offered the opportunity to attain a good grasp of the main psychoanalytic principles and to gain an appreciation of meaning attached to patients' actions and their origins in the unconscious.

Through this understanding it is to be hoped that the worker will feel more equipped in their management and treatment of their patients.

Duration: January-June

Time Commitment: Fortnightly, Tuesday evenings, 6.00-8.00

Fee: £403

Psychological Therapies Supervision Groups (ref. CPD67)

Who is this course for?

Child, adolescent and adult psychiatrists, child, adolescent and adult psychotherapists, clinical psychologists and family therapists.

Aims:

To maintain and develop the skills of qualified practitioners in the range of psychological therapies.

Learning Outcomes:

- Sharpening clinical and observational skills
- Improving assessment and interpretational skills
- Improving technical competencies
- Sharing best practice

Duration: October-July

Time Commitment: Monthly, 1 hour sessions

Fee: £550

Introduction to Counselling and Psychotherapy (ref. D12)

Who is this course for?

Any professional who is interested in the wider understanding of psychotherapeutic work. The course will also be of particular interest to doctors pursuing careers in psychiatry or general practice, psychologists, nurses, social workers, NHS counsellors.

Aims:

- To introduce the range of psychotherapeutic work, including different paradigms and modalities within the public sector
- To develop understanding of the relevant aspects of psychodynamic theory.
- To engage participants in the application of psychodynamic theory to aspects of their own working life.
- To develop an understanding of unconscious processes.
- To critically reflect on the importance of primitive ways of communicating in the work setting.
- To define and understand processes which interfere with the therapeutic encounter.

Learning Outcome:

Participants will develop an understanding of the underlying dynamics present in the complexities of the health and social care environment.

A psychoanalytic theoretical framework, together with the experience of the clinical discussion seminars, will help participants develop their knowledge and understanding of therapeutic relationships. This will assist in the delivery of care, treatment and the assessment of risk.

The development of the understanding of group and institutional dynamics will assist participants involved in management and supervision of staff and services.

Approved by the Royal College of Psychiatrists for CPD and recommended by the British Psychological Society for CPD.

Duration: October-July

Time Commitment: Weekly, Tuesdays, 9.30-12.30

Fee: £1,875

Understanding Trauma: Principles and practice (ref. D18)

Entry Requirements:

Participants should be, or have experience of, working with traumatised individuals and have an interest in deepening their understanding and competence in working with trauma and more complex and chronic presentations.

Who is this course for?

Professionals whose work includes working with the psychological aftermath of traumatic experiences. It is relevant to those working within specialist trauma services, refugee services and those working in generic settings includes working with trauma.

Aims:

- To develop and deepen participants' understanding of the impact on the mind of traumatic events, as understood within a psychoanalytic framework
- To extend participants' understanding of the contribution psychoanalytic ideas can make to therapeutic work with traumatised individuals and groups, and how these ideas linked with other interventions e.g. trauma focussed CBT and EMDR
- To develop participants' capacity to reflect on their own working practice, the impact on themselves of working with traumatised individuals and possible links between the two

Learning Outcomes:

Increase participant's competence and ability to work with trauma, including working with complex and chronic trauma presentations.

Duration: October-July

Time Commitment: Weekly, Thursdays, 2.00-6.00

Fee: £1360

Postgraduate Certificate in Child, Adolescent and Family Mental Well-being: Multidisciplinary practice (ref. D24)

Entry Requirements

Participants are normally expected to have at least two years practice experience since qualification and to be working with children and/or families experiencing difficulties.

Who is this course for?

This new multidisciplinary programme of study is designed to provide an advanced level of study for nurses (paediatric, child protection and Looked after Children's nurses) counsellors, social workers, child and adolescent primary mental health care workers, CAMHS practitioners, nursing practitioners and fostering and adoption staff and carers.

It can be taken as a stand-alone course and can also lead to one of five specialist pathways leading to Diploma/MA programmes.

Aims:

- To provide a solid introduction to child, adolescent and family mental health, assessment, early intervention, treatment and appropriate referral on where required
- To develop a theoretical framework for understanding child, adolescent and family development and family functioning
- To develop advanced knowledge, clinical capabilities and skills in working with children adolescents and their families drawing upon psychodynamic and systemic theories
- To become capable of undertaking informed early assessment, skilful and effective preliminary work and/or know how and where to refer children, young people and families on for more specialised treatment
- To develop a framework for understanding the organisational dynamics of child care and mental health practice and in particular the factors that can impede effective communication, care planning and effective treatment outcomes
- To gain an enhanced professional expertise, particularly in working with unconscious and systemic processes in families and organisations

Learning Outcomes:

The course is underpinned by the Common Core of Knowledge and Skills central to the Every Child Matters agenda, which has shaped child care policy and practice in England and Wales and is informed by the Core CAMHS competences (DoH 2007).

It also seeks to address and promote the Integrated Children's Service Agenda, through ongoing and specially designed teaching strategies throughout the year.

A generally better understanding of the policy drivers and benchmarks' of good practice (and of evidence bases where they exist).

A sense of authority in work with children and families and a knowledge of what can be done and what might need to be undertaken by others, effective signposting and referral to other services.

The capacity to engage inter-disciplinary colleagues in thinking about best practice for any given child or family and the capacity to work with and across other agencies.

Duration: October-July

Time Commitment: Weekly, Monday

Fee: £2610

Postgraduate Certificate/Diploma/MA in Working with People with Eating Disorders and Body Image Disturbance (ref. D9)

Who is this course for?

Any professional groups working with patients with eating disorders or body image disturbance, such as doctors, nurses, dieticians, psychotherapists and psychologists.

Aims:

- To enable students to reflect on the dynamic relationships with their patients and to become more aware of their own feelings and the role these play in the work
- To examine their own defences, as well as those of colleagues and institutions, when faced with the reality of young chronic patients who engender feelings of helplessness and despair
- To offer theoretical input which may stimulate further thought and suggest new ways of understanding
- To work towards the integration of new ideas by the detailed discussion of actual working situations
- To understand the importance of early experience in later attitudes to food and eating
- To tease out some of the unconscious meanings and associations of food and eating and to consider how these might help in the understanding of the psychopathology of eating disorders

Learning Outcomes:

- Knowledge: current literature, range of theoretical perspectives, historical development
- Thinking skills: reflect on own role, understand your own and others' difficulties in the work, monitor your own attitudes
- Subject-based practical skills: observe details of interaction, write an accurate account based on observation, follow and engage in detailed discussion of clinical work
- Skills for life and work (general skills): formulate clinical hypotheses, evaluate interventions, present views verbally in a group

Duration: 2 years, October-July

Time Commitment: Weekly, Thursdays, 11.30-4.00

Fee: Year 1 - £2,294

Postgraduate Certificate/Diploma in Applied Systemic Theory (ref. D4)

Entry Requirements:

Applicants should have a minimum of two years post-qualifying work experience and should be employed or find a work placement in a setting which enables them to apply systemic ideas to their ongoing work.

Who is this course for?

Applicants usually need to have a professional qualification in the field of psychology, nursing, social work, psychiatry, teaching, occupational therapy, counselling or general practice.

Aims:

- To teach course participants to develop a systemic theoretical framework. The curriculum is based on an examination of the development of systemic ideas, including an introduction to current thinking and debates in the field.
- To develop an interactional perspective for working with individuals, couples, families, work groups and organisations and help to apply systemic ideas to their current practice.

Learning Outcomes:

Participants gain knowledge of the history of systemic ideas, philosophical underpinnings and wider cultural discourses and their place in the systemic theoretical frame. Participants develop an ability to analyse and critically evaluate theoretical ideas, to reflect on their practice and connect it to personal and professional development. They also develop a recognition of their own and others' involvement in their practice. Participants are expected to design a clinical research project.

Engagement and interviewing skills, providing interventions with families, working with specific issues and contexts and undertake research. Broader skills include: self reflexivity, communication, capacity to observe and engage with difference, to be able to recognise and manage issues of power and discrimination, work in multidisciplinary teams.

Duration: 2 years, October-July

Time Commitment: Weekly, Fridays, 2.00-5.30

Fee: Year 1 - £1,677

Masters in Systemic Psychotherapy (ref. M6)

Entry Requirements:

Applicants must have the following pre-requisites:

- Successful completion of an introductory and intermediate level course in family therapy and/or systemic approaches
- Employment or placement in a work setting which enables the applicant to practice systemic psychotherapy while attending the course for at least 100 hours per year.

Who is this course for?

It recruits from a wide range of associated disciplines and professions such as social work, clinical psychology, psychiatry, and nursing.

This is the oldest and first university-validated Family Therapy training qualification in UK. It is situated in a working NHS clinic, is accredited by the Association for Family Therapy and entitles its graduates to register with the United Kingdom Council of Psychotherapy.

The numbers of applications received for this course attest to its reputation of highest quality of training, also to the recognition amongst managers and employees of its relevance to the work undertaken in the NHS.

Aims:

- Models for conceptualising a wide range of presenting problems
- Ability to deliver and promote a high standard of systemic practice using a wide range of therapeutic skills and interventions with a diverse range of clinical work including complex and highly charged issues
- A theoretical framework to enhance clinical practice and leadership in key areas of professional practice - clinical, managerial and educational and particularly in challenging NHS contexts involving risk, uncertainty or complex clinical or organisational issues
- An awareness of how personal experiences affect professional work
- A thorough understanding of matters of difference and the impact of gender, race, culture and sexual orientation on individuals, families and the process of therapy

Learning outcomes:

- Includes inter-related theoretical, research and clinical studies as well as modules that connect the personal professional development of the therapist
- Participants work weekly in supervision groups within a CAMHS setting, taking on a range of referrals
- Includes adult mental health and different family constellations, including couples work and work with individuals
- In term 2, year 2, participants go on placement in pairs to primary care settings

Duration: 2 years, October-July

Time commitment: Monthly, Thursdays and Fridays, 1.00-6.00

Fee: £4,220

Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part 1: Qualifying Course in Psychodynamic Psychotherapy) (ref. D58)

Entry Requirements:

A degree plus a core professional training in a public sector discipline or a degree and successful completion of the Introduction to Counselling and Psychotherapy (page 55).

Who is this course for?

Professionals working in the NHS, such as nurses, psychologists, general practitioners, social workers and counsellors.

Aims:

- To provide the foundation necessary for a psychotherapy training, theoretical and clinical
- To enhance existing skills and competencies

Learning Outcomes:

- A clear understanding of the setting necessary for psychotherapy
- An introduction to psychoanalytic thinking
- An experience of offering psychotherapy
- An introduction to the ethical framework and clinical governance which supports psychodynamic psychotherapy

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Wednesdays, 11.15-5.00

Fee: Year 1 - £2,922

Intercultural Psychodynamic Psychotherapy (Part two: Qualifying Course in Psychodynamic Psychotherapy) (ref. D59)

Entry Requirements:

Successful completion of Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part 1: Qualifying Course in Psychodynamic Psychotherapy) (page 58) or equivalent clinical course.

Who is this course for?

Professionals working in the NHS, such as nurses, psychologists, general practitioners, social workers and counsellors who wish to qualify as a psychodynamic psychotherapist. This is also suitable for qualified psychotherapists requiring CPD.

Aims:

- To provide a training for qualification as a BPC psychodynamic psychotherapist
- To deepen and enhance knowledge gained from the foundation course

Learning Outcomes:

- A clear understanding of the setting necessary for psychotherapy
- A deepening of psychoanalytic thinking
- An opportunity to consolidate psychotherapy practice
- A contextualisation of the practice of psychotherapy within the framework of clinical governance and ethical practice
- A development of psychotherapy practice which is sensitive and responsive to intercultural issues
- The practice of psychotherapy which is relevant to the demands of multicultural Britain

Duration: At least 2 years, October-July

Time Commitment: Weekly, Wednesdays, 11.45-16.30

Fee: Year 1 - £2,608

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

Entry Requirements:

Applicants are expected to have a minimum of three years experience in their respective professions. In addition, they will usually be directly involved in the management, training or development of other professional workers or engaged in consultative work for specific organisations. As such, they will usually hold first degrees or equivalents and/or have professional experience commensurate with that level of training.

Who is the course for?

Managers, leaders, consultants and coaches from any organisational sector. The material studied is highly relevant to the challenges presented by work in the health service and social work.

Aims:

This course aims to give participants the skills to understand where challenges may exist and then to create organisational architectures which encourage creativity, co-operation and distributed leadership. The course deepens an understanding of unconscious workplace dynamics and then develops skills to lead change. This course is the foundation for the Professional Doctorate in Consultation and the Organisation (details upon request).

The course trains participants to take up a 'consultative stance' which they can utilize from within an organisation as a manager, or when working externally as a consultant or coach. The three core modules integrate all areas of the programme:

- Theory Seminars - to engage in dialogue about organisational and human relations concepts, drawing on psychoanalytic-systems theory
- Skills and Interventions - to learn how to take up a consultative stance, using the 'self as an instrument' of change
- Experiential Learning - to take part in experiential groups and a group relations programme offering the unique Tavistock approach of conscious reflection and unconscious engagement on individual and group behaviour

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Tuesdays, 2.00-7.00

Fee: Year 1 - £2,860

Postgraduate Diploma/MA in Working with Groups (ref. D11)

Entry Requirements:

Participants will need to demonstrate some experience of working in or with groups. Settings could include primary care, CAMHS teams or CMHTs, residential or inpatient settings, youth offending services, services for older adults.

Who is this course for?

Professionals in services which offer group work with service users, as well as those working within project groups and teams. This includes all areas of child and adult mental health, in primary care, community multidisciplinary teams, in-patient and residential settings. The course content is also particularly relevant for those working in multi-agency settings.

- For professionals working with groups of clients
- For members of public sector teams, work groups or services
- For team leaders and managers of groups and teams including: nurses, occupational therapists, social workers, counsellors, ward managers, CAMHS managers, CMHT and counselling services, managers of residential services

Aims:

- To provide introductory training, through reading, lectures, work discussion and experience, in looking at groups by their own membership, in order to deepen understanding of how groups function and to develop awareness of what happens in group dynamics that may enhance or inhibit the effectiveness of groups and teams
- To assist participants who are required to work in groups, to create a framework for thinking about all aspects of group, team and organisational functioning
- To help course members understand more about particular issues in group functioning, including role, task, boundary, leadership and followership, difference and diversity, group size and clarity of membership
- To apply learning to all aspects of group, team and organisational life
- To provide a course for those with a personal interest in developing their understanding of group functioning

Learning Outcomes:

- A greater understanding of group dynamics effective and dysfunctional process
- An understanding of open systems and psychodynamic approaches to understanding groups
- Achieving a greater self-awareness and understanding of the roles people take up in groups, and how they contribute to group functioning
- Developing specific effective skills in role as a group leader, manager, facilitator or member

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Fridays, 9.15-1.15

Fee: Year 1 - £1,970



Counsellors

Understanding Couples (ref. CPD55)

Trauma: The child, the family and the worker (ref. CPD82)

The Antisocial Adolescent: The Portman approach to forensic work (ref. CPD71)

Psychodynamic Approaches to Working With Children, Adolescents and their Families: Reconnecting with psychodynamic thinking (ref. CPD9)

Working with Disruptive Adolescents (ref. CPD65)

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)

An Introduction to African-Centred Perspectives to Care (ref. CPD62)

Relating to Self-harm and Suicide in Adolescents and Young Adults (ref. CPD29)

Families and Beyond: An introduction to systemic thinking (ref. CPD94)

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)

Understanding Couples (ref. CPD55)

Who is this course for?

Counsellors, psychotherapists and other professionals working with couples and parents, particularly GPs and CAMHS workers

Aims:

- To offer an understanding of unconscious couple interaction
- To begin a discussion considering the impact of seeing partners together and how to respond to distress in this private area

Learning Outcomes:

The course offers a taster in thinking about working with couples/parents and teasing apart the complexity of working with couples.

Duration: Various dates, half-day

Time Commitment: Friday, 2.00-5.00

Fee: £77

Trauma: The child, the family and the worker (ref. CPD82)

Who is this course for?

Any professional working with children and their families.

Aims:

- To explore theoretical perspectives on trauma and discuss different kinds of trauma including loss, physical and sexual abuse, exposure to traumatic events and the experience of being a refugee
- To examine specific examples of trauma and the experience of children who come into the care system and move through it
- To discuss the different effects of traumatic separation on the child and how professionals can offset these effects
- To provide an opportunity for participants to discuss their own experiences of working with trauma and ways of processing the feelings of distress

Learning Outcomes:

The course will give participants a better understanding of how people, both children and adults, are affected by traumatic experiences.

It will provide space in which to examine the worker's own reaction and feelings of anxiety and distress when faced with their client's own distress, following a traumatic event and will also help the worker to understand their own reactions better and how to process those feelings.

Duration: 1 day, various dates

Time Commitment: 10.00-4.30

Fee: £150

The Antisocial Adolescent: The Portman approach to forensic work (ref. CPD71)

Who is this course for?

The course will be useful for those working in the front line of contact with antisocial adolescents in all areas of professional background. It will especially be relevant for professionals working in the forensic field, such as Youth Offending Teams or Probation, but also Child and Adolescent Mental Health Services and many other settings provided by Social Services, Health or Education. The course is open to both practitioners and managers.

Aims:

This three day course offers a learning experience for those working with antisocial adolescents. Participants may be working with clients who have committed offences of a violent or sexual nature, or who are in danger of doing so. The Portman Model is the product of more than 70 years experience working with people of all ages who present with these difficulties. Drawing upon this thinking and clinical experience, the course presents a relational model for understanding antisocial behaviour in the context of the conflicts and struggles that typify adolescents today. These young people are often very disturbed and disturbing. The course aims to enhance participants' understanding of antisocial behaviour, their sensitivity to risk and their skill in making helpful working alliances.

Learning Outcomes:

- To provide an introduction to key concepts of the Portman Model, including the relational aspect of antisocial behaviour, Gangs and Group Dynamics, The Victim in the Abuser, Core Complex and Therapeutic Alliance
- To increase participants' sensitivity and understanding to the relational components in their clients' communication
- To help participants develop new skills or enhance their experience in engaging with destructive and challenging adolescents
- To increase awareness and capacity to adopt multiple points of view in the assessment and treatment of antisocial adolescents
- To understand the relational aspects of assessing risk and develop new skills in this area

Duration: 3 days, November

Time Commitment: 3 consecutive days, 10.00-4.30

Fee: £475

Psychodynamic Approaches to Working With Children, Adolescents and their Families: Reconnecting with psychodynamic thinking (ref. CPD9)

Who is this course for?

Qualified clinical, educational and counselling psychologists. Professionals from other disciplines will be considered if there is a significant psychological component to their training or their work.

Aims:

The course aims to develop and build on the foundations of theoretical knowledge gained in previous clinical and educational training courses. In the current CAMHS environment of evidence-based practice, NICE guidelines and pressure of work, it can be a challenge to find time and space to reflect on one's work and to develop skills in using models that require longer term work. This course aims to offer some reflection on the challenges and the dilemmas that this context can pose and to help to explore creative solutions to them.

The course aims to help participants:

- Develop their knowledge and understanding of psychodynamic work with children, adolescents and their families
- Gain an understanding of some contemporary approaches to working with children and young people in various contexts
- Critically reflect on and improve their practice

Learning Outcomes:

The teaching on this course will promote learning from experience, through reflection and dialogue and the application of theory to practice. Lectures and work discussion groups will promote questioning, individual reflection and group discussion. Participants will also be an important source of teaching and learning for one another. The main teaching and learning methods will be through lectures and work discussion groups involving case presentations by participants.

The Work Discussion Groups will provide an opportunity for students to share and think about their own practice with children, adolescents and their families. There are four work discussion groups during the course therefore there will be an opportunity for each participant to bring and discuss some work with their own service users.

Duration: 4 days, July

Time Commitment: 4 consecutive days, 9.00-5.00

Fee: £505

Working with Disruptive Adolescents (ref. CPD65)**Who is this course for?**

Any professional working with adolescents and/or their families.

Aims:

- To explore the particular challenges of working with adolescents
- To further the understanding of this developmental process with its major external and internal changes
- To learn about psychodynamic theories regarding adolescence

Learning Outcomes:

In addition to lectures, there are small working groups looking at actual work presented by participants and discussing it. Different ways of engaging adolescents will be discussed and attention will be paid to the anxieties that the adolescent can arouse, not only in the individual worker who may be trying to help, but also in the wider network.

Duration: 1 week, July

Time Commitment: Monday-Friday, 9.00-5.15

Fee: £643

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)**Entry Requirements:**

No professional qualification required but participants are expected to have a practice base in which they can apply learning from the course.

Who is this course for?

All professionals working with children in adversity and all those who work in the adult mental health field, including social workers in both children and family and in adult mental health services, family centre workers, community based mental health professionals e.g. community psychiatric nurses, psychiatrists, psychologists, CAMHS professionals, primary care professionals - GP's health visitors, practice counsellors and practitioners in the voluntary sector.

Aims:

The family systems approach, which addresses the relational contexts for both children and adults and the professional cultures that evolve around them, is ideally suited to facilitating learning across professional and agency boundaries.

This course aims to:

- bring both a family perspective and an integrated approach into work with children in need or children at risk and to be able to assess the needs of young carers when providing services for mentally ill parents.
- provide an opportunity for professionals from both child and adult services to learn together and share practice perspectives and skills
- present best practice in this field

Learning Outcomes:

- Develop skills in inter-professional and inter-agency collaboration, especially regarding the needs of children
- Develop ways of listening to and eliciting children's ideas regarding a parent's mental illness
- Focus on a 'parent' as well as a 'patient' identity when working with those who have had a long immersion in the adult mental health services
- Help parents and children to talk together about their anxieties and their ways of coping
- Use ideas from the family systems approach to understand the unique circumstances of each family and how these impact upon their relationships and their interaction with professionals and services
- Engage the support systems available to families including extended family, professional and other services
- Address cultural diversity and the effects of inequality and social marginalisation

Duration: May-June

Time Commitment: Fortnightly, Tuesdays, 9.30-12.30

Fee: £342

An Introduction to African-Centred Perspectives to Care (ref. CPD62)**Who is this course for?**

All practitioners working in the caring profession, including social care and mental health practitioners, educators, nurses, therapists, counsellors and social workers.

Aims:

This course is intended to provide an introduction to African psychology and to develop ideas of an African-centred approach to therapy and care. It will examine various psychological and psycho-social approaches to thinking about work with people of African and Afro-Caribbean descent.

The course aims to:

- examine theoretical understanding of ideas drawn from African-centred psychology and western psychology
- provide an opportunity to critique the accepted western models from an African-centred perspective
- provide a space within which relevant theoretical ideas can be explored and used to inform clinical/social experience
- offer a reflective space to critically appraise and enhance practice

Learning Outcomes:

On completion of the course it is intended that participants will have:

- Gained a critical awareness of African-centred psychology as they relate to practice
- Developed their ability to integrate practical experience with theoretical insight from an African-centred psychological perspective
- Gained an insight into the wealth of African-centred knowledge, experience and vision that will allow them to ground their work in both academic and practical understanding
- Demonstrated an appreciation of African-centredness in their private and public lives

Duration: May-June

Time Commitment: Weekly, Mondays, 9.30-12.00

Fee: £428

Relating to Self-harm and Suicide in Adolescents and Young Adults (ref. CPD29)**Who is this course for?**

All professionals in health and social care working with young people (adolescents and young adults) who self-harm and/or are suicidal.

Aims:

The course aims to help participants:

- develop helpful working relationships with young people who self-harm and/or are suicidal and to understand the key dynamics in these relationships
- gain and develop understanding of key approaches to working with these young people within health and social care organisations, applying the framework of the NICE guidelines and contemporary psychodynamic theory and practice to develop effective ways of assessing and intervening
- critically reflect on and improve their own practice and gain greater confidence and knowledge of work with these young people

Learning Outcomes:

- Increased knowledge of the current frameworks for practice (including the NICE guidance)
- Developing in-depth knowledge for relating to young people who self harm and/or are suicidal, including knowledge of the dynamics in relationships
- Learning how to apply the psychodynamic and adolescent developmental frameworks to understanding self-harm and suicidality in young people
- Through sharing discussion of your own practice, gaining greater understanding and confidence of how to assess and intervene effectively in your work role in these situations

Duration: April-July

Time Commitment: Weekly, Tuesdays, 4.00-7.00

Fee: £536

Families and Beyond: An introduction to systemic thinking (ref. CPD94)

Who is this course for?

The course is open to those from all walks of life. It is for parents, carers, young people, students, older people, managers, professionals and all those who would like to find out more about systemic thinking and practice.

Aims:

The course aims to help participants learn new ways of thinking about and negotiating personal and work relationships as well as many other applications of systemic ideas.

Systemic thinking provides invaluable conceptual tools to help people navigate the complexities of contemporary living and working, as well as practical skills for taking more empowered and reflexive positions.

Participants may use the course to determine whether they wish to continue with further systemic training.

Learning Outcomes:

The course will enable participants to develop:-

- a shift in thinking, from a focus on individuals to an ability to think about families, organisations and networks
- an understanding of the influences from previous generations on current families and other close relationships
- a fresh perspective on 'stuck' patterns or difficulties in the work place, including the effects of organisational change
- the ability to think and talk about identities and positions within a diverse and multi-cultural society
- new understandings of the complexities of contemporary political conflicts and their representations in the media
- creative ideas to aid understanding of literature, drama, films and the visual arts

Duration: October-December

Time Commitment: Weekly, Tuesdays, 5.00-7.30

Fee: £403

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)

Who is this course for?

Practitioners from any discipline in voluntary and statutory services working with refugee and Black, Minority and Ethnic communities

Aims:

The course aims to heighten participants' sensitivity to, and understanding of, a range of subjects including:

- Models of community empowerment
- Improving the quality of multi-agency work in cross-cultural contexts
- Making use of relevant research findings in relation to BME work
- Working effectively with different minority communities
- How to collaborate with cultural consultants
- How to work across language barriers
- Identifying risk in cultural contexts and debunking myths in relation to 'acceptable' behaviour
- Taking account of the impact of traumatic separations and/or violence and forced migration on the emotional well-being of refugee and asylum seeking families
- Improving access to mental health
- Community outreach initiatives
- Tackling issues of stigma

Learning Outcomes:

- For participants to gain greater awareness of issues facing refugee and BME communities and to improve their competence in working alongside people and organisations from within these communities
- For participants to act as delegates for the teams and services to which they belong and bring the learning back by different means to improve overall cultural competence of their teams

Duration: January-March

Time Commitment: Weekly, Mondays, 3.00-5.30

Fee: £393

Working with Couples (ref. CPD66)**Who is this course for?**

Mental health professionals who need to see couples or parents in the course of their work, particularly GPs, counsellors and CAMHS workers.

Aims:

- To offer an understanding of unconscious couple interaction
- To help members to recognise underlying couple difficulties in their clinical work
- To help start to develop the potential for working with couples

Learning Outcomes:

The course offers an introduction to working with couples/parents and offers the opportunity for members to present and discuss their own work.

Duration: April-July

Time Commitment: 5 Friday afternoons, 1.30-3.45

Fee: £367

Risk - A Relational Perspective: Psychodynamic approaches to assessing and managing risk (ref. P20)**Who is this course for?**

All professionals who work in criminal justice or mental health settings and for professionals whose work brings them in contact with individuals who present a risk of harm to others. Also suitable for those who assess and manage risk of harm to self and others in individuals with severe psychopathology, in secure and community settings. The course has been in the past attended by participants from a wide range of backgrounds and settings, including staff at junior levels and those in senior or management roles.

Aims:

This course offers an innovative framework for understanding the complex and subtle issues involved in assessing and managing risk of violence and sexual offending. Traditional approaches to risk assessment are useful in identifying groups of individuals who pose a high risk, but such approaches can be rather blunt when formulating the risk profile for a particular individual. Consequently, the field of risk assessment is moving from a reliance on actuarial instruments and risk prediction, to one of risk formulation. The aims and objectives of the course are to familiarise participants with a relational approach which will aid and develop their capacity to make risk formulations based on a comprehensive range of factors.

Learning Outcomes:

This course introduces participants to the elements of a psychodynamic model that are useful in risk assessment and offers a systematic approach to risk formulation. Our approach addresses the significance of childhood development, understanding violent and sexually violent acts and the complex interpersonal processes involved in managing violent individuals. These dynamic processes between people, impact on risk and risk perception, can distort judgement if not recognised and understood. This knowledge will increase competencies of participants and will facilitate thinking about the individuals in their care. This will improve the quality of the work of the individual, the team and the service.

Duration: October-December

Time Commitment: Weekly, Thursdays, 9.30-12.30

Fee: £612

This can be offered as a bespoke course.

Patients often communicate their feelings, non-verbally. These can be powerful feelings, such as fear, anxiety and emotional distress.

The impact of such feelings on professionals can be powerful too. It can be a key to understanding the patient's experience and lead to effective therapeutic work.

Working with Delinquency and Perversion: An application of psychoanalytic theory (ref. CPD11)

Entry Requirements:

It would be an advantage, but not essential, to have completed "Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence" (CPD70) (page 32) prior to this course.

Who is this course for?

Professionals working in psychology, medicine, social work, psychotherapy, nursing and related disciplines, at any stage of their career wanting a good grounding on psychoanalytic ideas relating to forensic patients.

Aims:

The objective of the course is to provide ways of thinking about this patient group who, because of their way of relating and their impact on professionals, frequently inhibit the professional's capacity to think clearly.

Learning Outcomes:

Participants will be offered the opportunity to attain a good grasp of the main psychoanalytic principles and to gain an appreciation of meaning attached to patients' actions and their origins in the unconscious.

Through this understanding it is to be hoped that the worker will feel more equipped in their management and treatment of their patients.

Duration: January-June

Time Commitment: Fortnightly, Tuesday evenings, 6.00-8.00

Fee: £403

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Entry Requirements:

There are no formal requirements, but participants are expected to work in mental health in some capacity. It is also expected that participants will consult the literature provided and be prepared to bring clinical material for work discussions.

Who is this course for?

Adult mental health professionals and teams; CAMHS professionals and teams; adult, child and adolescent psychiatrists; privately practising adult, child and family psychotherapists; school and university counsellors; NHS managers; social workers, social care managers; GPs; health visitors, midwives; voluntary sector workers; voluntary sector project managers; mental health and social care researchers.

Aims:

The objective of the course is to contribute to an integration of issues of race, culture and ethnicity in mental health assessment, treatment and care in the mental health workforce generally. It aims to enable mental health professionals acquire cross-cultural understanding, confidence in their abilities to work efficiently cross-culturally and specific interviewing, assessment and supervision skills.

Learning Outcomes:

Participants will acquire:

- a dynamic understanding of race, culture and ethnicity
- an ability to integrate culture, race and ethnicity with professional frameworks in case discussions
- cross-cultural observation skills
- cross-cultural interviewing and assessment skills
- cross-cultural supervision skills
- an awareness of relevant literature
- increased confidence in cross-cultural mental health work

Duration: October-July

Time Commitment: Monthly, Monday evenings, 7.00-9.00

Fee: £70 per session; £610 for whole course

Participants can sign up for individual sessions or the whole course

Understanding Trauma: Principles and practice (ref. D18)

Entry Requirements:

Participants should be, or have experience of, working with traumatised individuals and have an interest in deepening their understanding and competence in working with trauma and more complex and chronic presentations.

Who is this course for?

Professionals whose work includes working with the psychological aftermath of traumatic experiences. It is relevant to those working within specialist trauma services, refugee services and those working in generic settings includes working with trauma.

Aims:

- To develop and deepen participants' understanding of the impact on the mind of traumatic events, as understood within a psychoanalytic framework
- To extend participants' understanding of the contribution psychoanalytic ideas can make to therapeutic work with traumatised individuals and groups, and how these ideas linked with other interventions e.g. trauma focussed CBT and EMDR
- To develop participants' capacity to reflect on their own working practice, the impact on themselves of working with traumatised individuals and possible links between the two

Learning Outcomes:

Increase participant's competence and ability to work with trauma, including working with complex and chronic trauma presentations.

Duration: October-July

Time Commitment: Weekly, Thursdays, 2.00-6.00

Fee: £1360

Postgraduate Certificate in Child, Adolescent and Family Mental Well-being: Multidisciplinary practice (ref. D24)

Entry Requirements

Participants are normally expected to have at least two years practice experience since qualification and to be working with children and/or families experiencing difficulties.

Who is this course for?

This new multidisciplinary programme of study is designed to provide an advanced level of study for nurses (paediatric, child protection and Looked after Children's nurses) counsellors, social workers, child and adolescent primary mental health care workers, CAMHS practitioners, nursing practitioners and fostering and adoption staff and carers.

It can be taken as a stand-alone course and can also lead to one of five specialist pathways leading to Diploma/MA programmes.

Aims:

- To provide a solid introduction to child, adolescent and family mental health, assessment, early intervention, treatment and appropriate referral on where required
- To develop a theoretical framework for understanding child, adolescent and family development and family functioning
- To develop advanced knowledge, clinical capabilities and skills in working with children adolescents and their families drawing upon psychodynamic and systemic theories
- To become capable of undertaking informed early assessment, skilful and effective preliminary work and/or know how and where to refer children, young people and families on for more specialised treatment
- To develop a framework for understanding the organisational dynamics of child care and mental health practice and in particular the factors that can impede effective communication, care planning and effective treatment outcomes
- To gain an enhanced professional expertise, particularly in working with unconscious and systemic processes in families and organisations

Learning Outcomes:

The course is underpinned by the Common Core of Knowledge and Skills central to the Every Child Matters agenda, which has shaped child care policy and practice in England and Wales and is informed by the Core CAMHS competences (DoH 2007).

It also seeks to address and promote the Integrated Children's Service Agenda, through ongoing and specially designed teaching strategies throughout the year.

A generally better understanding of the policy drivers and benchmarks' of good practice (and of evidence bases where they exist).

A sense of authority in work with children and families and a knowledge of what can be done and what might need to be undertaken by others, effective signposting and referral to other services.

The capacity to engage inter-disciplinary colleagues in thinking about best practice for any given child or family and the capacity to work with and across other agencies.

Duration: October-July

Time Commitment: Weekly, Mondays

Fee: £2610

Masters in Systemic Psychotherapy (ref. M6)

Entry Requirements:

Applicants must have the following pre-requisites:

- Successful completion of an introductory and intermediate level course in family therapy and/or systemic approaches
- Employment or placement in a work setting which enables the applicant to practice systemic psychotherapy while attending the course for at least 100 hours per year.

Who is this course for?

It recruits from a wide range of associated disciplines and professions such as social work, clinical psychology, psychiatry, and nursing.

This is the oldest and first university-validated Family Therapy training qualification in UK. It is situated in a working NHS clinic, is accredited by the Association for Family Therapy and entitles its graduates to register with the United Kingdom Council of Psychotherapy.

The numbers of applications received for this course attest to its reputation of highest quality of training, also to the recognition amongst managers and employees of its relevance to the work undertaken in the NHS.

Aims:

- Models for conceptualising a wide range of presenting problems
- Ability to deliver and promote a high standard of systemic practice using a wide range of therapeutic skills and interventions with a diverse range of clinical work including complex and highly charged issues
- A theoretical framework to enhance clinical practice and leadership in key areas of professional practice - clinical, managerial and educational and particularly in challenging NHS contexts involving risk, uncertainty or complex clinical or organisational issues
- An awareness of how personal experiences affect professional work
- A thorough understanding of matters of difference and the impact of gender, race, culture and sexual orientation on individuals, families and the process of therapy

Learning outcomes:

- Includes inter-related theoretical, research and clinical studies as well as modules that connect the personal professional development of the therapist
- Participants work weekly in supervision groups within a CAMHS setting, taking on a range of referrals
- Includes adult mental health and different family constellations, including couples work and work with individuals
- In term 2, year 2, participants go on placement in pairs to primary care settings

Duration: 2 years, October-July

Time commitment: Monthly, Thursdays and Fridays, 1.00-6.00

Fee: £4,220

Postgraduate Diploma/MA in Psychological Therapy with Children, Young People and Families (ref. M34)

Entry Requirements:

Experience of working with children, young people or families, and therapeutic skills and/or aptitude.

Who is this course for?

Nurses, CAMHS practitioners, counsellors, social workers, psychotherapists, creative arts therapists, child and adolescent primary mental health care workers and others who work with children and families.

Aims:

This course will train professionals who wish to work therapeutically in child mental health settings with children, parents, young people and families. It is designed to equip participants for a role that has become increasingly needed in the CAMHS workforce. It will provide foundations in developmental theory, key presenting issues in CAMHS, an understanding of systemic, psychoanalytic and other (evidence based) modalities and offer a range of supervision and forums for case presentation in which people will develop a number of specialist areas of therapeutic understanding and practice.

Learning Outcomes:

- Excellent clinical skills
- Good skills in undertaking CAMHS assessments
- Solid understanding of presenting issues in children and key diagnostic categories
- Good understanding of research methods pertaining to the field
- Ability to deliver evidence-based treatments
- Good understanding of key attachment, neuroscience and developmental psychology research
- Systemic family therapy skills enabling work with families and networks
- Psychodynamic skills and understandings in working with children, young people and parents
- A good understanding of key therapeutic concepts

Duration: 3 years, October-July

Time Commitment: tbc

Fee: £3,100

Postgraduate Certificate/Diploma/MA in Psychodynamic Approaches to Working with Adolescents (ref. M33)

Entry Requirements:

Participants will hold a first degree or equivalent, but application is also encouraged from individuals without a formal qualification, who can demonstrate extensive experience in a working role with young people, which they must hold throughout the course of study.

Who is the course for?

All NHS professionals working directly with adolescents.

Aims:

The course is specifically designed for those working with young people and covers the adolescent developmental process from a broad psychoanalytic perspective, as well as taking into account biological and social influences on development. The course provides an introduction to the problems and disturbances of adolescence.

To provide a distinctive, multidisciplinary training for mainly front-line workers who will be equipped as practitioners to work across the adolescent age range and think across service boundaries.

To help students to become highly specialised in applied psychoanalytic practice, as it relates to their role in work with young people and in the teams and organisations in which they operate

To provide a forum for developing self-reflective practice, greater observational capacities and therapeutic communication with young people.

To provide an opportunity to study the 16-25 age group highlighted by many social policy documents recently as being a group in particular need of specialist services and hence of training for staff working with this group.

Learning Outcomes:

- To develop greater skill in self-reflection in their work with young people, often in situations where there is a high degree of anxiety concerning risk
- To develop their observational capacities in their working interactions with young people, and in their interactions with colleagues, thus reducing the tendency to respond in ways that heighten anxiety within the system, or demand additional resources
- To develop skill in observing and responding appropriately to group, team and organisational processes that can prevent effective collaborative work

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Tuesdays, 10.00-1.00

Fee: Year 1 - £1,644

Postgraduate Diploma/MA in Psychoanalytic Observational Studies (ref. M7)

Entry Requirements:

- First degree or equivalent
- Previous experience of working in a professional capacity directly with children, young people, parents or families (minimum 1 year full-time equivalent)
- Current direct work with children, young people, parents or families (minimum one day a week if substantial previous experience)

Who is the course for:

Professionals working with children, adolescents, parents and families in health, mental health, children's services, youth offending teams and community work.

Aims:

- To extend and deepen an understanding of human development and the inter-relationship between external and internal factors, within a psychoanalytic framework, for professionals who are already working with children, adolescents and families
- To increase the number of professionals working directly with children and families in the community, who have developed the capacity for close observation and have acquired a sound psychoanalytic framework for understanding the dynamics of human interaction and to extend their capacity for appropriate intervention
- To extend an awareness of psychoanalytic thinking and the usefulness of thoughtful, close observation to participants whose aptitudes may lead to becoming senior practitioners or managers responsible for recruitment and training, who will make use of this awareness in policy making
- To encourage participants whose abilities may provide them with opportunities to develop and apply this model of teaching to training and professional development in their work setting

Learning Outcomes:

- Develop the ability to apply insights from psychoanalytic thinking and child development research to work settings with children, young people and their parents
- Observe the development of a new-born baby through weekly observation and to compare and contrast the observed baby with up to four others to begin to see the rich diversity of healthy child development in a variety of social and cultural contexts

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Mondays or Wednesday evenings

Fee: Year 1 - £2,043

Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part 1: Qualifying Course in Psychodynamic Psychotherapy) (ref. D58)

Entry Requirements:

A degree plus a core professional training in a public sector discipline or a degree and successful completion of the Introduction to Counselling and Psychotherapy (page 55).

Who is this course for?

Professionals working in the NHS, such as nurses, psychologists, general practitioners, social workers and counsellors.

Aims:

- To provide the foundation necessary for a psychotherapy training, theoretical and clinical
- To enhance existing skills and competencies

Learning Outcomes:

- A clear understanding of the setting necessary for psychotherapy
- An introduction to psychoanalytic thinking
- An experience of offering psychotherapy
- An introduction to the ethical framework and clinical governance which supports psychodynamic psychotherapy

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Wednesdays, 11.15-5.00

Fee: Year 1 - £2,922

Intercultural Psychodynamic Psychotherapy (Part two: Qualifying Course in Psychodynamic Psychotherapy) (ref. D59)

Entry Requirements:

Successful completion of Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part 1: Qualifying Course in Psychodynamic Psychotherapy) (page 58) or equivalent clinical course.

Who is this course for?

Professionals working in the NHS, such as nurses, psychologists, general practitioners, social workers and counsellors who wish to qualify as a psychodynamic psychotherapist. This is also suitable for qualified psychotherapists requiring CPD.

Aims:

- To provide a training for qualification as a BPC psychodynamic psychotherapist
- To deepen and enhance knowledge gained from the foundation course

Learning Outcomes:

- A clear understanding of the setting necessary for psychotherapy
- A deepening of psychoanalytic thinking
- An opportunity to consolidate psychotherapy practice
- A contextualisation of the practice of psychotherapy within the framework of clinical governance and ethical practice
- A development of psychotherapy practice which is sensitive and responsive to intercultural issues
- The practice of psychotherapy which is relevant to the demands of multicultural Britain

Duration: At least 2 years, October-July

Time Commitment: Weekly, Wednesdays, 11.45-16.30

Fee: Year 1 - £2,608

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

Entry Requirements:

Applicants are expected to have a minimum of three years experience in their respective professions. In addition, they will usually be directly involved in the management, training or development of other professional workers or engaged in consultative work for specific organisations. As such, they will usually hold first degrees or equivalents and/or have professional experience commensurate with that level of training.

Who is the course for?

Managers, leaders, consultants and coaches from any organisational sector. The material studied is highly relevant to the challenges presented by work in the health service and social work.

Aims:

This course aims to give participants the skills to understand where challenges may exist and then to create organisational architectures which encourage creativity, co-operation and distributed leadership. The course deepens an understanding of unconscious workplace dynamics and then develops skills to lead change. This course is the foundation for the Professional Doctorate in Consultation and the Organisation (details upon request).

The course trains participants to take up a 'consultative stance' which they can utilize from within an organisation as a manager, or when working externally as a consultant or coach. The three core modules integrate all areas of the programme:

- Theory Seminars - to engage in dialogue about organisational and human relations concepts, drawing on psychoanalytic-systems theory
- Skills and Interventions - to learn how to take up a consultative stance, using the 'self as an instrument' of change
- Experiential Learning - to take part in experiential groups and a group relations programme offering the unique Tavistock approach of conscious reflection and unconscious engagement on individual and group behaviour

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Tuesdays, 2.00-7.00

Fee: Year 1 - £2,860

Postgraduate Diploma/MA in Working with Groups (ref. D11)

Entry Requirements:

Participants will need to demonstrate some experience of working in or with groups. Settings could include primary care, CAMHS teams or CMHTs, residential or inpatient settings, youth offending services, services for older adults.

Who is this course for?

Professionals in services which offer group work with service users, as well as those working within project groups and teams. This includes all areas of child and adult mental health, in primary care, community multidisciplinary teams, in-patient and residential settings. The course content is also particularly relevant for those working in multi-agency settings.

- For professionals working with groups of clients
- For members of public sector teams, work groups or services
- For team leaders and managers of groups and teams including: nurses, occupational therapists, social workers, counsellors, ward managers, CAMHS managers, CMHT and counselling services, managers of residential services

Aims:

- To provide introductory training, through reading, lectures, work discussion and experience, in looking at groups by their own membership, in order to deepen understanding of how groups function and to develop awareness of what happens in group dynamics that may enhance or inhibit the effectiveness of groups and teams
- To assist participants who are required to work in groups, to create a framework for thinking about all aspects of group, team and organisational functioning
- To help course members understand more about particular issues in group functioning, including role, task, boundary, leadership and followership, difference and diversity, group size and clarity of membership
- To apply learning to all aspects of group, team and organisational life
- To provide a course for those with a personal interest in developing their understanding of group functioning

Learning Outcomes:

- A greater understanding of group dynamics effective and dysfunctional process
- An understanding of open systems and psychodynamic approaches to understanding groups
- Achieving a greater self-awareness and understanding of the roles people take up in groups, and how they contribute to group functioning
- Developing specific effective skills in role as a group leader, manager, facilitator or member

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Fridays, 9.15-1.15

Fee: Year 1 - £1,970



Social Workers

Trauma: The child, the family and the worker (ref. CPD82)

Working with Difficult Patients: Psychoanalytic understanding applied to working in psychiatric and forensic settings (ref. CPD38)

- a) Psychodynamic Work with Personality Disordered Patients
- b) Psychoanalytically informed work with 'dangerous' patients: The work of the Portman Clinic
- c) Psychodynamic Understanding of Psychotic Disorders

- d) Working Creatively with Serious Eating Disorders
- e) Melancholia, Dysthymia and Chronic Depression

Reflective Practice with Severe and Enduring Mental Illness (ref. CPD6a)

Reflective Practice with Antisocial Personality Disordered patients: A therapeutic approach (ref. CPD6b)

Working with Violent and Perverse Women in Psychiatric and Forensic Settings (ref. CPD26)

Trauma: The child, the family and the worker (ref. CPD82)**Who is this course for?**

Any professional working with children and their families.

Aims:

- To explore theoretical perspectives on trauma and discuss different kinds of trauma including loss, physical and sexual abuse, exposure to traumatic events and the experience of being a refugee
- To examine specific examples of trauma and the experience of children who come into the care system and move through it
- To discuss the different effects of traumatic separation on the child and how professionals can offset these effects
- To provide an opportunity for participants to discuss their own experiences of working with trauma and ways of processing the feelings of distress

Learning Outcomes:

The course will give participants a better understanding of how people, both children and adults, are affected by traumatic experiences.

It will provide space in which to examine the worker's own reaction and feelings of anxiety and distress when faced with their client's own distress, following a traumatic event and will also help the worker to understand their own reactions better and how to process those feelings.

Duration: 1 day, various dates

Time Commitment: 10.00-4.30

Fee: £150

Working with Difficult Patients: Psychoanalytic understanding applied to working in psychiatric and forensic settings (ref. CPD38)**5 consecutive days of training on different aspects of "Working with Difficult Patients"****a) Psychodynamic Work with Personality Disordered Patients****Who is this course for?**

Mental health nurses, psychiatrists, social workers, psychologists, occupational therapists, probation officers, arts and music therapists.

Aims:

This one day course will offer a model for thinking about patients with personality disorder in mental health and forensic settings. This course will help clinicians reflect on their experience of difficult clinical problems and think about the effect of the patient's difficulties on the clinical setting. The course aims to:

- provide a model for understanding patients who suffer from a personality disorder
- develop the skills for a psychodynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools
- provide practical guidance to the management of patients with personality disorders in the context of their ongoing psychiatric care

Learning Outcomes:

At the end of this period of learning the participants on this programme will be able to:

- Understand the nature of personality disorder
- Make accurate assessments and in particular of their patient's risk
- To begin to engage patients in healthy relationships
- Be able to sustain work with personality disordered patients despite intense provocation

b) Psychoanalytically informed work with 'dangerous' patients: The work of the Portman Clinic

Who is this course for?

All staff who work in institutional settings or in community services, charged with the management and care of these patients/offenders including social workers, probation officers, psychologists, CPNs, psychiatrists, mental health nurses and their supervisors and managers, art and music therapists.

Aims:

- To introduce participants to some core concepts helpful in thinking about such patients/offenders, including violence, sexually damaging behaviours, risk and dangerousness and consultation to staff involved in the management and care of these patients
- To introduce aspects of clinical practice with these patients/offenders including addressing the inevitable impact this work has on the dynamics of the institutions working with them

Learning Outcomes:

The Portman Clinic offers assessment and psychotherapeutic treatment for patients who are disturbed by their delinquency, criminality and violence and by the fact that their sexual activity damages others and themselves. These patients are often referred to as forensic or antisocial personality disordered and are known to social care and psychiatric services and the criminal justice system. Some such clients/patients/offenders make up part of most practitioners' caseloads and not just those working in more acute, forensic or criminal justice settings. The issues of risk and dangerousness are central in the care and management of these patients and offenders, in whatever setting they are in.

c) Psychodynamic Understanding of Psychotic Disorders

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This one day course will offer a model for thinking about patients with psychotic disorders in mental health and forensic settings. This course will help clinicians reflect on their experience of difficult clinical problems and think about the effect of the patient's difficulties on the clinical setting. The course aims to:

- provide a model for thinking about and understanding psychotic disorders
- develop the skills for a psychodynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools
- provide practical guidance to the management of patients with psychotic disorders in the context of their ongoing psychiatric care

Learning Outcomes:

At the end of this learning period the participants will:

- Have a heightened awareness of their own unconscious
- Be able to use their own perception as well as other assessment tools to guide their thinking about their patient's psychology
- Be able to generate a range of hypotheses about the nature of their patient's mental health which uses both psychoanalytic understanding and other research based methods
- Have a greater understanding of the effect of the patient's unconscious on the work of the individual as well as on the team

d) Working Creatively with Serious Eating Disorders

Who is this course for?

All professionals concerned with the care of eating disorder patients, including nurses, psychiatrists, dieticians and psychologists.

Aims:

- To explore, through a series of theoretical and clinical presentations, the underlying personality difficulties of patients with serious and often chronic cases of eating disorders
- To discuss with group members the theory that there are no simple solutions or that any one form of treatment will help every patient.
- To examine the processes through which multidisciplinary groups of staff can work with these patients over time, towards helping them to re-engage with their own development

e) Melancholia, Dysthymia and Chronic Depression

Who is this course for?

Psychiatrists, psychologists, mental health nurses, counsellors, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

- To provide the psychoanalytic ideas which are useful in understanding the nature of serious, complex depressive disorders and which are helpful in treatment approaches to these patients.
- To examine the fundamental basis of complexity and origins of complexity and co-morbidity in depressive disorders
- To describe the role of psychotic and non-psychotic functioning in chronically depressed patients
- To indicate how these ideas can help the management of the patient and understand the way certain patients may evoke reactions in those involved in their care, which may be difficult or unhelpful

Learning Outcomes:

Anyone who has worked with chronically depressed patients will have encountered the defeating forces at work which may wear down everyone's best endeavours. The course aims to provide understandings which help mental health workers process these reactions.

Presentations will combine empirical knowledge from studies of development and genetics with observations made in the intensive psychoanalytic treatment of depressed patients.

Duration: July

Time Commitment: 1 day, 9.30-5.00

Part of 5 consecutive days of training on "Working with Difficult Patients"

Fee: £125 per day; £565 for all five

Reflective Practice with Severe and Enduring Mental Illness (ref. CPD6a)**Who is this course for?**

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This three day course will offer a model for understanding and thinking about patients with a severe and enduring mental illness, particularly focusing on the factors that enhance therapeutic engagement, as well as providing an understanding of the factors that undermine therapeutic engagement. The broad emphasis of the course will be clinical and will make extensive use psychodynamic understanding of the patient and his/her relation with others immediately involved in his/her care.

This is a bespoke course, for up to 50 participants, designed for purchase by mental health trusts and offered to staff as part of the purchasing trusts CPPD programme. It will be delivered on site at the purchasing mental health trust.

The course aims to:

- provide a model for understanding and thinking about psychotic disorders
- develop mental health professionals' capacity to engage with patients who are suffering from a severe and enduring mental illness
- help staff assess their patient's needs, reduce the risk of relapse and assess risk factors
- provide practical guidance to the management of patients with a severe and enduring mental illness in the context of their ongoing psychiatric care

Learning Outcomes:

Improving an understanding of the patient's psychology will improve the staff's capacity to engage with their patients in a positive way that reduces the likelihood of relapse. The course will also help participants develop their assessment skills and particular notice will be paid to risk factors.

Duration: 3 consecutive days, dates to be agreed by purchasing Trust

Fee: £4,500

Reflective Practice with Antisocial Personality Disordered patients: A therapeutic approach (ref. CPD6b)**Who is this course for?**

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This three day course will offer a model for understanding and working with patients who suffer from antisocial personality disorder. The course will focus on the relationship between the patient's internal world and external reality.

The course will focus on practical ways to engage patients in health promotion and healthy relationships.

This is a bespoke course designed for purchase by mental health trusts and offered to staff as part of the purchasing trusts CPPD programme. It will be delivered on site in the purchasing mental health trust.

The course aims to:

- provide a model for understanding patients with personality disorder
- enhance the participant's capacity to engage their patients and develop a therapeutic relationship
- develop the skills for a dynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools and improves risk assessment
- provide practical guidance to the management of patients with personality disorders in the context of their ongoing psychiatric care

Learning Outcomes:

This course will give participants knowledge that can then be used to facilitate good management and help to engage the patient in health promotion. It will also help participants make accurate assessment of their patient's risk and develop productive care plans.

Duration: 3 consecutive days, dates to be agreed by purchasing Trust

Fee: £4,500

Working with Violent and Perverse Women in Psychiatric and Forensic Settings (ref. CPD26)

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, art and music therapists, social workers and probation officers.

Aims:

- To provide a model for thinking about and understanding the nature of the difficulties of working with violent and perverse women
- To develop mental health professionals' capacity to engage with this client group
- To develop the skills for a dynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools and improves risk assessment
- To introduce aspects of clinical practice with these patients/offenders, including addressing the inevitable impact this work has on the dynamics of the institutions working with them

Learning Outcomes:

The issue of risk and dangerousness are central in the care and management of these patients and offenders in whatever setting they are in. Knowledge gained from the course will help participants to facilitate good management and to improve assessment and risk assessment skills.

Day 1 - Working with Violent Women

Day 2 - Borderline personality disorder and self-harm

Day 3 - Sado-masochism and its manifestations in the relationships these women have with other adults and with their own children

Duration: 3 days, July

Time Commitment: 3 consecutive days, 10.00-4.30

Fee: £140 per day; £400 for all three

Each day can be purchased separately or as a group.

An Introduction to African-Centred Perspectives to Care (ref. CPD62)

Who is this course for?

All practitioners working in the caring profession, including social care and mental health practitioners, educators, nurses, therapists, counsellors and social workers.

Aims:

This course is intended to provide an introduction to African psychology and to develop ideas of an African-centred approach to therapy and care. It will examine various psychological and psycho-social approaches to thinking about work with people of African and Afro-Caribbean descent.

The course aims to:

- examine theoretical understanding of ideas drawn from African-centred psychology and western psychology
- provide an opportunity to critique the accepted western models from an African-centred perspective
- provide a space within which relevant theoretical ideas can be explored and used to inform clinical/social experience
- offer a reflective space to critically appraise and enhance practice

Learning Outcomes:

On completion of the course it is intended that participants will have:

- Gained a critical awareness of African-centred psychology as they relate to practice
- Developed their ability to integrate practical experience with theoretical insight from an African-centred psychological perspective
- Gained an insight into the wealth of African-centred knowledge, experience and vision that will allow them to ground their work in both academic and practical understanding
- Demonstrated an appreciation of African-centredness in their private and public lives

Duration: May-June

Time Commitment: Weekly, Mondays, 9.30-12.00

Fee: £428

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)

Entry Requirements:

No professional qualification required but participants are expected to have a practice base in which they can apply learning from the course.

Who is this course for?

All professionals working with children in adversity and all those who work in the adult mental health field, including social workers in both children and family and in adult mental health services, family centre workers, community based mental health professionals e.g. community psychiatric nurses, psychiatrists, psychologists, CAMHS professionals, primary care professionals - GP's health visitors, practice counsellors and practitioners in the voluntary sector.

Aims:

The family systems approach, which addresses the relational contexts for both children and adults and the professional cultures that evolve around them, is ideally suited to facilitating learning across professional and agency boundaries.

This course aims to:

- bring both a family perspective and an integrated approach into work with children in need or children at risk and to be able to assess the needs of young carers when providing services for mentally ill parents.
- provide an opportunity for professionals from both child and adult services to learn together and share practice perspectives and skills
- present best practice in this field

Learning Outcomes:

- Develop skills in inter-professional and inter-agency collaboration, especially regarding the needs of children
- Develop ways of listening to and eliciting children's ideas regarding a parent's mental illness
- Focus on a 'parent' as well as a 'patient' identity when working with those who have had a long immersion in the adult mental health services
- Help parents and children to talk together about their anxieties and their ways of coping
- Use ideas from the family systems approach to understand the unique circumstances of each family and how these impact upon their relationships and their interaction with professionals and services
- Engage the support systems available to families including extended family, professional and other services
- Address cultural diversity and the effects of inequality and social marginalisation

Duration: May-June

Time Commitment: Fortnightly, Tuesdays, 9.30-12.30

Fee: £342

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)

Who is this course for?

Practitioners from any discipline in voluntary and statutory services working with refugee and Black, Minority and Ethnic communities

Aims:

The course aims to heighten participants' sensitivity to, and understanding of, a range of subjects including:

- Models of community empowerment
- Improving the quality of multi-agency work in cross-cultural contexts
- Making use of relevant research findings in relation to BME work
- Working effectively with different minority communities
- How to collaborate with cultural consultants
- How to work across language barriers
- Identifying risk in cultural contexts and debunking myths in relation to 'acceptable' behaviour
- Taking account of the impact of traumatic separations and/or violence and forced migration on the emotional well-being of refugee and asylum seeking families
- Improving access to mental health
- Community outreach initiatives
- Tackling issues of stigma

Learning Outcomes:

- For participants to gain greater awareness of issues facing refugee and BME communities and to improve their competence in working alongside people and organisations from within these communities
- For participants to act as delegates for the teams and services to which they belong and bring the learning back by different means to improve overall cultural competence of their teams

Duration: January-March

Time Commitment: Weekly, Mondays, 3.00-5.30

Fee: £393

Relating to Self-harm and Suicide in Adolescents and Young Adults (ref. CPD29)

Who is this course for?

All professionals in health and social care working with young people (adolescents and young adults) who self-harm and/or are suicidal.

Aims:

The course aims to help participants:

- develop helpful working relationships with young people who self-harm and/or are suicidal and to understand the key dynamics in these relationships
- gain and develop understanding of key approaches to working with these young people within health and social care organisations, applying the framework of the NICE guidelines and contemporary psychodynamic theory and practice to develop effective ways of assessing and intervening
- critically reflect on and improve their own practice and gain greater confidence and knowledge of work with these young people

Learning Outcomes:

- Increased knowledge of the current frameworks for practice (including the NICE guidance)
- Developing in-depth knowledge for relating to young people who self harm and/or are suicidal, including knowledge of the dynamics in relationships
- Learning how to apply the psychodynamic and adolescent developmental frameworks to understanding self-harm and suicidality in young people
- Through sharing discussion of your own practice, gaining greater understanding and confidence of how to assess and intervene effectively in your work role in these situations

Duration: April-July

Time Commitment: Weekly, Tuesdays, 4.00-7.00

Fee: £536

Workshop for Supervisors: Managing the stress (ref. CPD96)

Who is this course for?

Participants in some form of managerial or supervisory role in primary care, CAMHS, Adult Mental Health Services and Social Care

Aims:

- To help managers understand the basics of good supervision
- To provide a supportive setting for participants to bring their work and teams
- To teach how organisational dynamics impact on individual staff and teams
- To provide a framework to understand how patients and families impact on the worker

Learning Outcomes:

Participants will be:

- More confident in dealing with staff anxieties
- Familiar with some of the literature on supervision
- Understand supervisory dynamics
- Understand how organisational dynamics affect staff and teams
- Understand how patients and their families affect staff and teams

Duration: October-December

Time Commitment: Fortnightly, Fridays, 10.30-12.00

Fee: £320

Understanding the Emotional Needs of Care Leavers (ref. CPD2)

Who is this course for?

For all professionals working with care leavers, including social workers, support workers, personal advisors, professionals working within leaving care teams or in the voluntary/charity sector.

Aims:

The course will explore the effects of pre-care, in-care and post-care experiences on the emotional and psychological development of care leavers.

This course is designed to provide a theoretical understanding of the psychological challenges facing care leavers as well as an opportunity to reflect on and develop professional practice with this group of young people.

Learning Outcomes:

- To develop an understanding of the emotional and developmental needs of care leavers
- To understand adolescence as a stage of development particularly the psychological tasks facing 16 -21 year olds
- To critically reflect on and improve your practice

Duration: September-December

Time Commitment: Weekly, Thursdays 10.00-1.00
(Weeks 1, 6 and 12, 9.30-3.30)

Fee: £638

Informing Practice in Forensic Work: The Portman Perspective (ref. CPD13)

Entry Requirements:

Psychodynamic thinking, as applied to forensic work, may be acquired through previous experience of such courses as "Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence" (CPD70) (page 32), "Working with Delinquency and Perversion: An application of psychoanalytic theory" (CPD11) (page 52) or the equivalent.

Who is this course for?

Professionals working with patients and clients who show signs of delinquency and/or sexual perversion. Participants may be from settings for patients or clients who have committed offences of a violent or sexual nature, or they may be working with people who are in danger of such problems.

The course will be useful for those working in all areas, including the private sector, where there is a need to understand delinquent, violent or sexually harmful behaviour in both adults and young people. It will be especially relevant for professionals working in the forensic field including nursing, psychiatry, social work, psychology, psychotherapy and education.

Aims:

This course introduces participants to the elements of a model of work with forensic patients, through reading, supervision and reflective practice.

It aims to:

- provide an introduction to key concepts including Core Complex, the Intergenerational Transmission of Trauma and The Victim in the Abuser.
- provide an experience of psychodynamic supervision of ongoing work with individuals or groups of forensic patients, or with the network surrounding them. This will be by means of the technique of reflective practice, something needed by all practitioners exposed to the stress of such work.

Learning Outcomes:

By the end of course, participants will be beginning to be able to apply the theoretical concepts to working with patients/clients in their own setting and to share these with colleagues in a mutually supportive fashion.

This 10-week course can be taken as a stand alone option or can form the 1st term of a 1 year course in which further theoretical issues are explored and the understanding gained is deepened and expanded.

Duration: March-July

Time Commitment: Weekly, Wednesdays, 2.30-6.00

Fee: £475

Working with Delinquency and Perversion: An application of psychoanalytic theory (ref. CPD11)

Entry Requirements:

It would be an advantage, but not essential, to have completed "Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence" (CPD70) (page 32) prior to this course.

Who is this course for?

Professionals working in psychology, medicine, social work, psychotherapy, nursing and related disciplines, at any stage of their career wanting a good grounding on psychoanalytic ideas relating to forensic patients.

Aims:

The objective of the course is to provide ways of thinking about this patient group who, because of their way of relating and their impact on professionals, frequently inhibit the professional's capacity to think clearly.

Learning Outcomes:

Participants will be offered the opportunity to attain a good grasp of the main psychoanalytic principles and to gain an appreciation of meaning attached to patients' actions and their origins in the unconscious.

Through this understanding it is to be hoped that the worker will feel more equipped in their management and treatment of their patients.

Duration: January-June

Time Commitment: Fortnightly, Tuesday evenings, 6.00-8.00

Fee: £403

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Entry Requirements:

There are no formal requirements, but participants are expected to work in mental health in some capacity. It is also expected that participants will consult the literature provided and be prepared to bring clinical material for work discussions.

Who is this course for?

Adult mental health professionals and teams; CAMHS professionals and teams; adult, child and adolescent psychiatrists; privately practising adult, child and family psychotherapists; school and university counsellors; NHS managers; social workers, social care managers; GPs; health visitors, midwives; voluntary sector workers; voluntary sector project managers; mental health and social care researchers.

Aims:

The objective of the course is to contribute to an integration of issues of race, culture and ethnicity in mental health assessment, treatment and care in the mental health workforce generally. It aims to enable mental health professionals acquire cross-cultural understanding, confidence in their abilities to work efficiently cross-culturally and specific interviewing, assessment and supervision skills.

Learning Outcomes:

Participants will acquire:

- a dynamic understanding of race, culture and ethnicity
- an ability to integrate culture, race and ethnicity with professional frameworks in case discussions
- cross-cultural observation skills
- cross-cultural interviewing and assessment skills
- cross-cultural supervision skills
- an awareness of relevant literature
- increased confidence in cross-cultural mental health work

Duration: October-July

Time Commitment: Monthly, Monday evenings, 7.00-9.00

Fee: £70 per session; £610 for whole course

Participants can sign up for individual sessions or the whole course

Postgraduate Certificate in Child, Adolescent and Family Mental Well-being: Multidisciplinary practice (ref. D24)

Entry Requirements

Participants are normally expected to have at least two years practice experience since qualification and to be working with children and/or families experiencing difficulties.

Who is this course for?

This new multidisciplinary programme of study is designed to provide an advanced level of study for nurses (paediatric, child protection and Looked after Children's nurses) counsellors, social workers, child and adolescent primary mental health care workers, CAMHS practitioners, nursing practitioners and fostering and adoption staff and carers.

It can be taken as a stand-alone course and can also lead to one of five specialist pathways leading to Diploma/MA programmes.

Aims:

- To provide a solid introduction to child, adolescent and family mental health, assessment, early intervention, treatment and appropriate referral on where required
- To develop a theoretical framework for understanding child, adolescent and family development and family functioning
- To develop advanced knowledge, clinical capabilities and skills in working with children adolescents and their families drawing upon psychodynamic and systemic theories
- To become capable of undertaking informed early assessment, skilful and effective preliminary work and/or know how and where to refer children, young people and families on for more specialised treatment
- To develop a framework for understanding the organisational dynamics of child care and mental health practice and in particular the factors that can impede effective communication, care planning and effective treatment outcomes
- To gain an enhanced professional expertise, particularly in working with unconscious and systemic processes in families and organisations

Learning Outcomes:

The course is underpinned by the Common Core of Knowledge and Skills central to the Every Child Matters agenda, which has shaped child care policy and practice in England and Wales and is informed by the Core CAMHS competences (DoH 2007).

It also seeks to address and promote the Integrated Children's Service Agenda, through ongoing and specially designed teaching strategies throughout the year.

A generally better understanding of the policy drivers and benchmarks' of good practice (and of evidence bases where they exist).

A sense of authority in work with children and families and a knowledge of what can be done and what might need to be undertaken by others, effective signposting and referral to other services.

The capacity to engage inter-disciplinary colleagues in thinking about best practice for any given child or family and the capacity to work with and across other agencies.

Duration: October-July

Time Commitment: Weekly, Monday

Fee:

Masters in Systemic Psychotherapy (ref. M6)

Entry Requirements:

Applicants must have the following pre-requisites:

- Successful completion of an introductory and intermediate level course in family therapy and/or systemic approaches
- Employment or placement in a work setting which enables the applicant to practice systemic psychotherapy while attending the course for at least 100 hours per year.

Who is this course for?

It recruits from a wide range of associated disciplines and professions such as social work, clinical psychology, psychiatry, and nursing.

This is the oldest and first university-validated Family Therapy training qualification in UK. It is situated in a working NHS clinic, is accredited by the Association for Family Therapy and entitles its graduates to register with the United Kingdom Council of Psychotherapy.

The numbers of applications received for this course attest to its reputation of highest quality of training, also to the recognition amongst managers and employees of its relevance to the work undertaken in the NHS.

Aims:

- Models for conceptualising a wide range of presenting problems
- Ability to deliver and promote a high standard of systemic practice using a wide range of therapeutic skills and interventions with a diverse range of clinical work including complex and highly charged issues
- A theoretical framework to enhance clinical practice and leadership in key areas of professional practice - clinical, managerial and educational and particularly in challenging NHS contexts involving risk, uncertainty or complex clinical or organisational issues
- An awareness of how personal experiences affect professional work
- A thorough understanding of matters of difference and the impact of gender, race, culture and sexual orientation on individuals, families and the process of therapy

Learning outcomes:

- Includes inter-related theoretical, research and clinical studies as well as modules that connect the personal professional development of the therapist
- Participants work weekly in supervision groups within a CAMHS setting, taking on a range of referrals
- Includes adult mental health and different family constellations, including couples work and work with individuals
- In term 2, year 2, participants go on placement in pairs to primary care settings

Duration: 2 years, October-July

Time commitment: Monthly, Thursdays and Fridays, 1.00-6.00

Fee: £4,220

Postgraduate Diploma/MA in Child Protection and Complex Child Care (ref. M22)

Entry Requirements:

Nurses and health visitors must be registered with the Nursing and Midwifery Council, have at least 3 years post-registration work experience and be in full or part-time work with children or families.

Who is this course for?

Nurses, social workers and CAHMS therapists, practitioners and primary care workers.

Aims:

- To understand and work with child maltreatment in your working role, including understanding unconscious processes in individual, familial and organisational contexts.
- To work better inter-professionally and with sensitivity to diversity and needs of service users.
- To become authoritative and confident in a leadership role.

Learning Outcomes:

You will understand the origins and impact of abuse on children and their development, understand why abuse occurs and have a conceptual framework for effective work. Diversity and service user perspectives are emphasised as is multi-professional work. Your casework will be discussed in supervision groups, which will address practice and risk issues and the capacity to work effectively in situations of risk and uncertainty.

You will learn to think about how work with abuse impacts on individuals, teams and organisations and in multi-agency communication. You will have an introduction to the family dynamics of abusive families and their impact on all who work with them. You will develop greater capacity for reflection and use your own personal experience to enhance your understanding and be able to make effective interventions.

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Thursdays, 9.00-5.00

Fee: Year 1 - £2,671

MA in Child and Adolescent Primary Mental Health Care Work (ref. M42)

Entry Requirements:

Candidates are normally expected to have at least three years' practice experience since qualification and be in full or part-time work with children, young people and/or families experiencing difficulties (this may include managing, teaching or supervising staff).

Normally, an appropriate professional qualification relevant to their chosen career. Nurses should be registered with the Nursing and Midwifery Council and active social workers should have a CQSW or Dip. SW or equivalent to undertake the AASW.

Who is this course for?

This multidisciplinary course was commissioned by the National CAMHS support service/CSIP to develop the knowledge, skills and capabilities of Child Primary Mental Health Workers (PMHWs), as part of the newly emerging CAMHS workforce.

This programme will also be of interest to anyone working in front-line primary care, who would like to develop their knowledge, skills and practice capabilities in the field of child, adolescent and family mental health.

Aims:

- To develop capabilities in promoting psychological and emotional well-being; working with mental health difficulties in children, young people and families; in supporting front line staff through supervision, liaison and consultation and or training in their work in this multi-agency setting
- To develop knowledge and skills in the complex field of child, adolescent and family mental health

Learning Outcomes

You will integrate multimodal theoretical frameworks, drawing upon psychodynamic and systemic theory for understanding, safeguarding and promoting good developmental outcomes and emotional and psychological well being for children, young people and families.

You will develop the capabilities to effectively recognise children's mental health strengths and difficulties and to intervene and refer on appropriately, when necessary.

You will develop consultation/liaison, supervision and training skills, enabling your development into primary care professionals and healthcare workers within universal services.

You will develop greater capacity for reflection and will develop clinical capabilities and competencies in direct and indirect work with children and families with psychological and mental health difficulties - through the use of a variety of therapeutic techniques, through liaison, supervision and consultation.

Professional accreditation: The course has been accredited by the GSCC for the Advanced Award in Social Work (Children, Young People and Families) and is informed by the PMHWA competences framework (DoH 2005).

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Thursdays, 9.00-5.00

Fee: Year 1 - £2,713



Child Psychotherapists

Leadership and Management for Child and Adolescent Psychotherapists with Consultant Grade Responsibilities (ref. CPD37b)

Supervision for Supervisors of Child Psychotherapists (ref. CPD37a)

Developing Work Discussion Groups in the Workplace: A course for child and adolescent psychotherapists (ref. CPD37c)

Child Development, Attachment and Neuroscience Research for Professionals Working with Infants and Young Children (ref. CPD28)

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Psychological Therapies Supervision Groups (ref. CPD67)

Understanding Trauma: Principles and practice (ref. D18)

Working with People with Eating Disorders and Body Image Disturbance (ref. D9)

Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part I: Qualifying Course in Psychodynamic Psychotherapy) (ref. D58)

Intercultural Psychodynamic Psychotherapy (Part two: Qualifying Course in Psychodynamic Psychotherapy) (ref. D59)

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

Leadership and Management for Child and Adolescent Psychotherapists with Consultant Grade Responsibilities (ref. CPD37b)

Who is this course for?

Qualified child and adolescent psychotherapists whose job description includes leadership and management responsibilities.

Aims:

Many child psychotherapists who are appointed into management and leadership roles have never been offered any training to support their professional development in these areas and leadership and management responsibilities are likely to become increasingly complex in the short term as many services face financial cuts, redundancies, changes to funding streams and other significant challenges.

The course will involve a series of presentations, seminars and workshops, facilitated by senior colleagues with specialist experience. It will focus on some of the core responsibilities involved in Consultant grade posts including Research, Evaluation and Audit, Protection and Development of Child Psychotherapy Services and Consultation.

Learning Outcomes:

- To increase awareness and understanding of key issues relevant to leadership and management responsibilities within child psychotherapy
- To increase knowledge and skills which can be directly applied to the development of research, evaluation and/or audit projects and activities
- To develop ideas about potential research, evaluation and/or audit projects that might be developed following the course
- To increase knowledge, skills and confidence in the areas of service protection and development and in the provision of consultation to other professionals and services
- Reduced isolation and increased confidence in role, through the experience of working within a supportive group with other experienced colleagues and facilitators
- Development of a supportive network with other colleagues on the course, enabling the potential for cross-service developments and greater sharing of existing knowledge and skills

Duration: 3 days, September

Time Commitment: 3 consecutive full days, 9.30-5.00

Fee: £625

Supervision for Supervisors of Child Psychotherapists (ref. CPD37a)

Who is this course for?

Qualified child psychotherapists whose job description includes supervision.

Aims:

The emphasis in the White Paper on Early Years provision, forensic CAMHS, IAPT in CAMHS suggests that:

- There is a need to increase the provision of supervision to colleagues in CAMHS treating these targeted patient groups within one-to-one sessions. Child Psychotherapists are in an excellent position to offer more supervision in this area.
- There is a requirement for Child Psychotherapists who act as Placement and/or Service Supervisors for trainees in their service to attend training on the many aspects of this role. This central role includes: provision of both management and clinical supervision; working with the CAMHS team to support the training needs of the trainee, including co-working with the trainee; identification and allocation of suitable training cases; management and supervision of the trainee's professional correspondence, record keeping, outcome returns, professional development throughout the training.

The course aims to look at some of the sparse literature on supervision and to use presentations given in turn by the participants to draw out some of the issues which arise in various kinds of supervision and to develop a reflective, non-judgmental atmosphere in which to develop understanding and experience.

Learning Outcomes:

- Greater clarity about role, task and responsibilities of the supervisor and supervisee and other stakeholders within different kinds of supervision
- Increased confidence in supervisors and enabling them
- Extension in understanding of the interpersonal and projective processes which impact on the experience and effectiveness of supervision
- Extension of reflective skills in addressing issues and dynamics occurring within supervision
- Increased knowledge of the literature on supervision

Duration: October-July

Time Commitment: One half day and ten 1½ hour monthly supervision group meetings

Fee: £625

Developing Work Discussion Groups in the Workplace: A course for child and adolescent psychotherapists (ref. CPD37c)

Who is this course for?

Qualified child and adolescent psychotherapists who are interested in developing communications and a greater awareness of the applications of psychoanalytic thinking to the professional network.

Aims:

- To help participants begin to plan or think about the process of setting up a work discussion group, either within their workplace or in outreach settings connected to their service
- To explore the experience of making contacts, negotiating arrangements, establishing a setting and the task of facilitating the contributions of the group members
- To discuss the challenges of trying to establish a group and to consider some of the unconscious processes alongside the practical limitations

Learning Outcomes:

Work discussion groups can offer a compelling and supportive first contact to other professionals working with children in schools, health clinics or specialist settings. The benefits of a working group can directly impact on the emotional well-being of the children and families and also build a good foundation for shared working across services.

Duration: October-July

Time Commitment: Ten 1½ hour monthly meetings

Fee: £625

Child Development, Attachment, and Neuroscience Research for Professionals Working with Infants and Young Children (ref. CPD28)

Who is this course for?

Anyone working with children, young people and families, or in adult therapeutic work, who wishes to gain knowledge in, or catch up with, some of the important recent developmental science research. The research should be relevant to the applicant's interests

Aims:

To give participants a solid grounding in research, child development, neuroscience and attachment theory, grounded in an awareness of cultural issues and aimed at providing information to practitioners in an accessible and interesting way.

Learning Outcomes:

- Increased understanding of attachment, neuroscience and developmental psychology research
- The ability to apply these concepts in a work setting
- A deeper understanding of the relevance of the research to practice

Duration: October-July

Time Commitment: Fortnightly, 1¼ hour lectures

Fee: £350

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Entry Requirements:

There are no formal requirements, but participants are expected to work in mental health in some capacity. It is also expected that participants will consult the literature provided and be prepared to bring clinical material for work discussions.

Who is this course for?

Adult mental health professionals and teams; CAMHS professionals and teams; adult, child and adolescent psychiatrists; privately practising adult, child and family psychotherapists; school and university counsellors; NHS managers; social workers, social care managers; GPs; health visitors, midwives; voluntary sector workers; voluntary sector project managers; mental health and social care researchers.

Aims:

The objective of the course is to contribute to an integration of issues of race, culture and ethnicity in mental health assessment, treatment and care in the mental health workforce generally. It aims to enable mental health professionals acquire cross-cultural understanding, confidence in their abilities to work efficiently cross-culturally and specific interviewing, assessment and supervision skills.

Learning Outcomes:

Participants will acquire:

- a dynamic understanding of race, culture and ethnicity
- an ability to integrate culture, race and ethnicity with professional frameworks in case discussions
- cross-cultural observation skills
- cross-cultural interviewing and assessment skills
- cross-cultural supervision skills
- an awareness of relevant literature
- increased confidence in cross-cultural mental health work

Duration: October-July

Time Commitment: Monthly, Monday evenings, 7.00-9.00

Fee: £70 per session; £610 for whole course

Participants can sign up for individual sessions or the whole course

Psychological Therapies Supervision Groups (ref. CPD67)

Who is this course for?

Child, adolescent and adult psychiatrists, child, adolescent and adult psychotherapists, clinical psychologists and family therapists.

Aims:

To maintain and develop the skills of qualified practitioners in the range of psychological therapies.

Learning Outcomes:

- Sharpening clinical and observational skills
- Improving assessment and interpretational skills
- Improving technical competencies
- Sharing best practice

Duration: October-July

Time Commitment: Monthly, 1 hour sessions

Fee: £550

Understanding Trauma: Principles and practice (ref. D18)

Entry Requirements:

Participants should be, or have experience of, working with traumatised individuals and have an interest in deepening their understanding and competence in working with trauma and more complex and chronic presentations.

Who is this course for?

Professionals whose work includes working with the psychological aftermath of traumatic experiences. It is relevant to those working within specialist trauma services, refugee services and those working in generic settings includes working with trauma.

Aims:

- To develop and deepen participants' understanding of the impact on the mind of traumatic events, as understood within a psychoanalytic framework
- To extend participants' understanding of the contribution psychoanalytic ideas can make to therapeutic work with traumatised individuals and groups, and how these ideas linked with other interventions e.g. trauma focussed CBT and EMDR
- To develop participants' capacity to reflect on their own working practice, the impact on themselves of working with traumatised individuals and possible links between the two

Learning Outcomes:

Increase participant's competence and ability to work with trauma, including working with complex and chronic trauma presentations.

Duration: October-July

Time Commitment: Weekly, Thursdays, 2.00-6.00

Fee: £1360

Working with People with Eating Disorders and Body Image Disturbance (ref. D9)

Who is this course for?

Any professional groups working with patients with eating disorders or body image disturbance, such as doctors, nurses, dieticians, psychotherapists and psychologists.

Aims:

- To enable students to reflect on the dynamic relationships with their patients and to become more aware of their own feelings and the role these play in the work
- To examine their own defences, as well as those of colleagues and institutions, when faced with the reality of young chronic patients who engender feelings of helplessness and despair
- To offer theoretical input which may stimulate further thought and suggest new ways of understanding
- To work towards the integration of new ideas by the detailed discussion of actual working situations
- To understand the importance of early experience in later attitudes to food and eating
- To tease out some of the unconscious meanings and associations of food and eating and to consider how these might help in the understanding of the psychopathology of eating disorders

Learning Outcomes:

- Knowledge: current literature, range of theoretical perspectives, historical development
- Thinking skills: reflect on own role, understand your own and others' difficulties in the work, monitor your own attitudes
- Subject-based practical skills: observe details of interaction, write an accurate account based on observation, follow and engage in detailed discussion of clinical work
- Skills for life and work (general skills): formulate clinical hypotheses, evaluate interventions, present views verbally in a group

Duration: 2 years, October-July

Time Commitment: Weekly, Thursdays, 11.30-4.00

Fee: Year 1 - £2,294

Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part 1: Qualifying Course in Psychodynamic Psychotherapy) (ref. D58)

Entry Requirements:

A degree plus a core professional training in a public sector discipline or a degree and successful completion of the Introduction to Counselling and Psychotherapy (page 55).

Who is this course for?

Professionals working in the NHS, such as nurses, psychologists, general practitioners, social workers and counsellors.

Aims:

- To provide the foundation necessary for a psychotherapy training, theoretical and clinical
- To enhance existing skills and competencies

Learning Outcomes:

- A clear understanding of the setting necessary for psychotherapy
- An introduction to psychoanalytic thinking
- An experience of offering psychotherapy
- An introduction to the ethical framework and clinical governance which supports psychodynamic psychotherapy

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Wednesdays, 11.15-5.00

Fee: Year 1 - £2,922

Intercultural Psychodynamic Psychotherapy (Part two: Qualifying Course in Psychodynamic Psychotherapy) (ref. D59)

Entry Requirements:

Successful completion of Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part 1: Qualifying Course in Psychodynamic Psychotherapy) (page 58) or equivalent clinical course.

Who is this course for?

Professionals working in the NHS, such as nurses, psychologists, general practitioners, social workers and counsellors who wish to qualify as a psychodynamic psychotherapist. This is also suitable for qualified psychotherapists requiring CPD.

Aims:

- To provide a training for qualification as a BPC psychodynamic psychotherapist
- To deepen and enhance knowledge gained from the foundation course

Learning Outcomes:

- A clear understanding of the setting necessary for psychotherapy
- A deepening of psychoanalytic thinking
- An opportunity to consolidate psychotherapy practice
- A contextualisation of the practice of psychotherapy within the framework of clinical governance and ethical practice
- A development of psychotherapy practice which is sensitive and responsive to intercultural issues
- The practice of psychotherapy which is relevant to the demands of multicultural Britain

Duration: At least 2 years, October-July

Time Commitment: Weekly, Wednesdays, 11.45-16.30

Fee: Year 1 - £2,608

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)**Entry Requirements:**

Applicants are expected to have a minimum of three years experience in their respective professions. In addition, they will usually be directly involved in the management, training or development of other professional workers or engaged in consultative work for specific organisations. As such, they will usually hold first degrees or equivalents and/or have professional experience commensurate with that level of training.

Who is the course for?

Managers, leaders, consultants and coaches from any organisational sector. The material studied is highly relevant to the challenges presented by work in the health service and social work.

Aims:

This course aims to give participants the skills to understand where challenges may exist and then to create organisational architectures which encourage creativity, co-operation and distributed leadership. The course deepens an understanding of unconscious workplace dynamics and then develops skills to lead change. This course is the foundation for the Professional Doctorate in Consultation and the Organisation (details upon request).

The course trains participants to take up a 'consultative stance' which they can utilize from within an organisation as a manager, or when working externally as a consultant or coach. The three core modules integrate all areas of the programme:

- Theory Seminars - to engage in dialogue about organisational and human relations concepts, drawing on psychoanalytic-systems theory
- Skills and Interventions - to learn how to take up a consultative stance, using the 'self as an instrument' of change
- Experiential Learning - to take part in experiential groups and a group relations programme offering the unique Tavistock approach of conscious reflection and unconscious engagement on individual and group behaviour

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Tuesdays, 2.00-7.00

Fee: Year 1 - £2,860



Family Therapists

Working with Disruptive Adolescents (ref. CPD65)

Working with Families with Physical Illness: A systemic approach (ref. CPD57)

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)

Families and Beyond: An introduction to systemic thinking (ref. CPD94)

Systemic Work: Moving on with theory and practice (ref. CPD79)

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Psychological Therapies Supervision Groups (ref. CPD67)

Family Therapy Supervision (ref. M21)

Masters in Systemic Psychotherapy (ref. M6)

Working with Disruptive Adolescents (ref. CPD65)**Who is this course for?**

Any professional working with adolescents and/or their families.

Aims:

- To explore the particular challenges of working with adolescents
- To further the understanding of this developmental process with its major external and internal changes
- To learn about psychodynamic theories regarding adolescence

Learning Outcomes:

In addition to lectures, there are small working groups looking at actual work presented by participants and discussing it. Different ways of engaging adolescents will be discussed and attention will be paid to the anxieties that the adolescent can arouse, not only in the individual worker who may be trying to help, but also in the wider network.

Duration: 1 week, July

Time Commitment: Monday-Friday, 9.00-5.15

Fee: £643

Working with Families with Physical Illness: A systemic approach (ref. CPD57)**Who is this course for?**

Clinical practitioners who are either working as part of a medical team or independently with families or individuals with acute or chronic physical illness.

The course can be adapted for whole teams in work places or for individuals at the Tavistock.

Aims:

To introduce the participants to systemic theory and techniques that can be used in the physical illness setting.

Learning Outcomes:

- To introduce the participants to thinking broadly about values, belief systems and similarities and differences
- To use these skills in clinical work and within teams
- To think about personal connections to the work and how this influences the clinician
- To be able to engage whole families in the room and consider multiple perspectives when working with individuals

Duration: September-October or January-February

Time Commitment: Weekly, Tuesdays, 10.00-4.30

Fee: £645

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)

Entry Requirements:

No professional qualification required but participants are expected to have a practice base in which they can apply learning from the course.

Who is this course for?

All professionals working with children in adversity and all those who work in the adult mental health field, including social workers in both children and family and in adult mental health services, family centre workers, community based mental health professionals e.g. community psychiatric nurses, psychiatrists, psychologists, CAMHS professionals, primary care professionals - GP's health visitors, practice counsellors and practitioners in the voluntary sector.

Aims:

The family systems approach, which addresses the relational contexts for both children and adults and the professional cultures that evolve around them, is ideally suited to facilitating learning across professional and agency boundaries.

This course aims to:

- bring both a family perspective and an integrated approach into work with children in need or children at risk and to be able to assess the needs of young carers when providing services for mentally ill parents.
- provide an opportunity for professionals from both child and adult services to learn together and share practice perspectives and skills
- present best practice in this field

Learning Outcomes:

- Develop skills in inter-professional and inter-agency collaboration, especially regarding the needs of children
- Develop ways of listening to and eliciting children's ideas regarding a parent's mental illness
- Focus on a 'parent' as well as a 'patient' identity when working with those who have had a long immersion in the adult mental health services
- Help parents and children to talk together about their anxieties and their ways of coping
- Use ideas from the family systems approach to understand the unique circumstances of each family and how these impact upon their relationships and their interaction with professionals and services
- Engage the support systems available to families including extended family, professional and other services
- Address cultural diversity and the effects of inequality and social marginalisation

Duration: May-June

Time Commitment: Fortnightly, Tuesdays, 9.30-12.30

Fee: £342

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)

Who is this course for?

Practitioners from any discipline in voluntary and statutory services working with refugee and Black, Minority and Ethnic communities

Aims:

The course aims to heighten participants' sensitivity to, and understanding of, a range of subjects including:

- Models of community empowerment
- Improving the quality of multi-agency work in cross-cultural contexts
- Making use of relevant research findings in relation to BME work
- Working effectively with different minority communities
- How to collaborate with cultural consultants
- How to work across language barriers
- Identifying risk in cultural contexts and debunking myths in relation to 'acceptable' behaviour
- Taking account of the impact of traumatic separations and/or violence and forced migration on the emotional well-being of refugee and asylum seeking families
- Improving access to mental health
- Community outreach initiatives
- Tackling issues of stigma

Learning Outcomes:

- For participants to gain greater awareness of issues facing refugee and BME communities and to improve their competence in working alongside people and organisations from within these communities
- For participants to act as delegates for the teams and services to which they belong and bring the learning back by different means to improve overall cultural competence of their teams

Duration: January-March

Time Commitment: Weekly, Mondays, 3.00-5.30

Fee: £393

Families and Beyond: An introduction to systemic thinking (ref. CPD94)

Who is this course for?

The course is open to those from all walks of life. It is for parents, carers, young people, students, older people, managers, professionals and all those who would like to find out more about systemic thinking and practice.

Aims:

The course aims to help participants learn new ways of thinking about and negotiating personal and work relationships as well as many other applications of systemic ideas.

Systemic thinking provides invaluable conceptual tools to help people navigate the complexities of contemporary living and working, as well as practical skills for taking more empowered and reflexive positions.

Participants may use the course to determine whether they wish to continue with further systemic training.

Learning Outcomes:

The course will enable participants to develop:-

- a shift in thinking, from a focus on individuals to an ability to think about families, organisations and networks
- an understanding of the influences from previous generations on current families and other close relationships
- a fresh perspective on 'stuck' patterns or difficulties in the work place, including the effects of organisational change
- the ability to think and talk about identities and positions within a diverse and multi-cultural society
- new understandings of the complexities of contemporary political conflicts and their representations in the media
- creative ideas to aid understanding of literature, drama, films and the visual arts

Duration: October-December

Time Commitment: Weekly, Tuesdays, 5.00-7.30

Fee: £403

Systemic Work: Moving on with theory and practice (ref. CPD79)

Entry Requirements:

Intermediate level entry. Diploma graduates of systemic training.

Who is this course for?

The course is designed to meet the training needs of professionals working or hoping to work with couples, families and systems in Mental Health Trusts and other settings such as Social and Health Care, voluntary agencies and counselling practitioners in private practice.

Aims:

To further develop the systemic theoretical framework needed to explore perspectives for those professionals working with individuals, couples, families, work groups and organisations. Systemic ideas are applied to practice and contemporary theoretical developments are discussed. The course also offers participants the opportunity to meet with other professionals at intermediate level to discuss systemic ideas in practice.

The close links between theory and practice enable participants to reflect upon professional contexts but also to develop their systemic skills with diverse families.

Learning Outcomes:

- Increased knowledge and skills of participants who bring material from their work contexts.
- Application of systemic ideas to agency contexts and the position/role of the individual within their agencies
- Further consolidation of self, in relation to clients, colleagues, own agency and other agencies
- Development of understanding of the relationship between different systems which clients and professionals have to negotiate
- Increased self reflexivity of participants
- Provides an intermediate pathway for those who wish to undertake further clinical training

Duration: October-July

Time Commitment: Monthly, Thursdays, 5.30-8.30

Fee: £343

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Entry Requirements:

There are no formal requirements, but participants are expected to work in mental health in some capacity. It is also expected that participants will consult the literature provided and be prepared to bring clinical material for work discussions.

Who is this course for?

Adult mental health professionals and teams; CAMHS professionals and teams; adult, child and adolescent psychiatrists; privately practising adult, child and family psychotherapists; school and university counsellors; NHS managers; social workers, social care managers; GPs; health visitors, midwives; voluntary sector workers; voluntary sector project managers; mental health and social care researchers.

Aims:

The objective of the course is to contribute to an integration of issues of race, culture and ethnicity in mental health assessment, treatment and care in the mental health workforce generally. It aims to enable mental health professionals acquire cross-cultural understanding, confidence in their abilities to work efficiently cross-culturally and specific interviewing, assessment and supervision skills.

Learning Outcomes:

Participants will acquire:

- a dynamic understanding of race, culture and ethnicity
- an ability to integrate culture, race and ethnicity with professional frameworks in case discussions
- cross-cultural observation skills
- cross-cultural interviewing and assessment skills
- cross-cultural supervision skills
- an awareness of relevant literature
- increased confidence in cross-cultural mental health work

Duration: October-July

Time Commitment: Monthly, Monday evenings, 7.00-9.00

Fee: £70 per session; £610 for whole course

Participants can sign up for individual sessions or the whole course

Psychological Therapies Supervision Groups (ref. CPD67)

Who is this course for?

Child, adolescent and adult psychiatrists, child, adolescent and adult psychotherapists, clinical psychologists and family therapists.

Aims:

To maintain and develop the skills of qualified practitioners in the range of psychological therapies.

Learning Outcomes:

- Sharpening clinical and observational skills
- Improving assessment and interpretational skills
- Improving technical competencies
- Sharing best practice

Duration: October-July

Time Commitment: Monthly, 1 hour sessions

Fee: £550

Family Therapy Supervision (ref. M21)

Entry Requirements: A qualification in systemic family therapy. All course participants supervise an individual in their agency for a minimum of 10 sessions, and supervise a group in their agency throughout the entire year. This supervision is focused on professionals' continued professional development as well as on clients and users' needs. The supervision is supervised on the course.

Who is the course for:

Qualified family systemic therapists who want to qualify as supervisors. During the course, they receive supervision of their supervision in their agencies thus providing CPD for other professionals.

Aims:

Course participants will

- develop a theoretical framework and skills in systemic supervision in supervising 'live' (in the room or with a one-way screen) and retrospectively
- develop ways of supervising family therapists, those delivering family interventions, and professionals applying systemic theories to their professional tasks
- be enabled to explore relevant personal and professional aspects to supervision

Learning Outcomes:

Supervisors will have the abilities to:

- contract a supervision relationship; take context into account
- clarify and manage clinical responsibility; maintain a good supervisory relationship
- enable supervisees to enhance specific clinical skills, reflect on their work and on the usefulness of supervision
- enable a supervisee to make a relationship between theory and personal and professional identities
- foster supervisees' competence in working with difference
- take research into account
- highlight and question personal and cultural assumptions and help supervisees recognise how these influence the work
- enable ethical practice and postures

Duration: October-July

Time Commitment: Monthly, Mondays and Tuesdays, 9.30-5.00

Fee: £3,050

Masters in Systemic Psychotherapy (ref. M6)

Entry Requirements:

Applicants must have the following pre-requisites:

- Successful completion of an introductory and intermediate level course in family therapy and/or systemic approaches
- Employment or placement in a work setting which enables the applicant to practice systemic psychotherapy while attending the course for at least 100 hours per year.

Who is this course for?

It recruits from a wide range of associated disciplines and professions such as social work, clinical psychology, psychiatry, and nursing.

This is the oldest and first university-validated Family Therapy training qualification in UK. It is situated in a working NHS clinic, is accredited by the Association for Family Therapy and entitles its graduates to register with the United Kingdom Council of Psychotherapy.

The numbers of applications received for this course attest to its reputation of highest quality of training, also to the recognition amongst managers and employees of its relevance to the work undertaken in the NHS.

Aims:

- Models for conceptualising a wide range of presenting problems
- Ability to deliver and promote a high standard of systemic practice using a wide range of therapeutic skills and interventions with a diverse range of clinical work including complex and highly charged issues
- A theoretical framework to enhance clinical practice and leadership in key areas of professional practice - clinical, managerial and educational and particularly in challenging NHS contexts involving risk, uncertainty or complex clinical or organisational issues
- An awareness of how personal experiences affect professional work
- A thorough understanding of matters of difference and the impact of gender, race, culture and sexual orientation on individuals, families and the process of therapy

Learning outcomes:

- Includes inter-related theoretical, research and clinical studies as well as modules that connect the personal professional development of the therapist
- Participants work weekly in supervision groups within a CAMHS setting, taking on a range of referrals
- Includes adult mental health and different family constellations, including couples work and work with individuals
- In term 2, year 2, participants go on placement in pairs to primary care settings

Duration: 2 years, October-July

Time commitment: Monthly, Thursdays and Fridays, 1.00-6.00

Fee: £4,220



Forensic

Working with Difficult Patients: Psychoanalytic understanding applied to working in psychiatric and forensic settings (ref. CPD38)

- a) Psychodynamic Work with Personality Disordered Patients
- b) Psychoanalytically informed work with 'dangerous' patients: The work of the Portman Clinic
- c) Psychodynamic Understanding of Psychotic Disorders
- d) Working Creatively with Serious Eating Disorders
- e) Melancholia, Dysthymia and Chronic Depression

Reflective Practice with Severe and Enduring Mental Illness (ref. CPD6a)

Reflective Practice with Antisocial Personality Disordered patients: A therapeutic approach (ref. CPD6b)

The Antisocial Adolescent: The Portman approach to forensic work (ref. CPD71)

Working with Violent and Perverse Women in Psychiatric and Forensic Settings (ref. CPD26)

Risk - A Relational Perspective: Psychodynamic approaches to assessing and managing risk (ref. P20)

Informing Practice in Forensic Work: The Portman perspective (ref. CPD13)

Working with Difficult Patients: Psychoanalytic understanding applied to working in psychiatric and forensic settings (ref. CPD38)

5 consecutive days of training on different aspects of "Working with Difficult Patients"

a) Psychodynamic Work with Personality Disordered Patients

Who is this course for?

Mental health nurses, psychiatrists, social workers, psychologists, occupational therapists, probation officers, arts and music therapists.

Aims:

This one day course will offer a model for thinking about patients with personality disorder in mental health and forensic settings. This course will help clinicians reflect on their experience of difficult clinical problems and think about the effect of the patient's difficulties on the clinical setting. The course aims to:

- provide a model for understanding patients who suffer from a personality disorder
- develop the skills for a psychodynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools
- provide practical guidance to the management of patients with personality disorders in the context of their ongoing psychiatric care

Learning Outcomes:

At the end of this period of learning the participants on this programme will be able to:

- Understand the nature of personality disorder
- Make accurate assessments and in particular of their patient's risk
- To begin to engage patients in healthy relationships
- Be able to sustain work with personality disordered patients despite intense provocation

b) Psychoanalytically informed work with 'dangerous' patients: The work of the Portman Clinic

Who is this course for?

All staff who work in institutional settings or in community services, charged with the management and care of these patients/offenders including social workers, probation officers, psychologists, CPNs, psychiatrists, mental health nurses and their supervisors and managers, art and music therapists.

Aims:

- To introduce participants to some core concepts helpful in thinking about such patients/offenders, including violence, sexually damaging behaviours, risk and dangerousness and consultation to staff involved in the management and care of these patients
- To introduce aspects of clinical practice with these patients/offenders including addressing the inevitable impact this work has on the dynamics of the institutions working with them

Learning Outcomes:

The Portman Clinic offers assessment and psychotherapeutic treatment for patients who are disturbed by their delinquency, criminality and violence and by the fact that their sexual activity damages others and themselves. These patients are often referred to as forensic or antisocial personality disordered and are known to social care and psychiatric services and the criminal justice system. Some such clients/patients/offenders make up part of most practitioners' caseloads and not just those working in more acute, forensic or criminal justice settings. The issues of risk and dangerousness are central in the care and management of these patients and offenders, in whatever setting they are in.

c) Psychodynamic Understanding of Psychotic Disorders

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This one day course will offer a model for thinking about patients with psychotic disorders in mental health and forensic settings. This course will help clinicians reflect on their experience of difficult clinical problems and think about the effect of the patient's difficulties on the clinical setting. The course aims to:

- provide a model for thinking about and understanding psychotic disorders
- develop the skills for a psychodynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools
- provide practical guidance to the management of patients with psychotic disorders in the context of their ongoing psychiatric care

Learning Outcomes:

At the end of this learning period the participants will:

- Have a heightened awareness of their own unconscious
- Be able to use their own perception as well as other assessment tools to guide their thinking about their patient's psychology
- Be able to generate a range of hypotheses about the nature of their patient's mental health which uses both psychoanalytic understanding and other research based methods
- Have a greater understanding of the effect of the patient's unconscious on the work of the individual as well as on the team

d) Working Creatively with Serious Eating Disorders

Who is this course for?

All professionals concerned with the care of eating disorder patients, including nurses, psychiatrists, dieticians and psychologists.

Aims:

- To explore, through a series of theoretical and clinical presentations, the underlying personality difficulties of patients with serious and often chronic cases of eating disorders
- To discuss with group members the theory that there are no simple solutions or that any one form of treatment will help every patient.
- To examine the processes through which multidisciplinary groups of staff can work with these patients over time, towards helping them to re-engage with their own development

e) Melancholia, Dysthymia and Chronic Depression

Who is this course for?

Psychiatrists, psychologists, mental health nurses, counsellors, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

- To provide the psychoanalytic ideas which are useful in understanding the nature of serious, complex depressive disorders and which are helpful in treatment approaches to these patients.
- To examine the fundamental basis of complexity and origins of complexity and co-morbidity in depressive disorders
- To describe the role of psychotic and non-psychotic functioning in chronically depressed patients
- To indicate how these ideas can help the management of the patient and understand the way certain patients may evoke reactions in those involved in their care, which may be difficult or unhelpful

Learning Outcomes:

Anyone who has worked with chronically depressed patients will have encountered the defeating forces at work which may wear down everyone's best endeavours. The course aims to provide understandings which help mental health workers process these reactions.

Presentations will combine empirical knowledge from studies of development and genetics with observations made in the intensive psychoanalytic treatment of depressed patients.

Duration: July

Time Commitment: 1 day, 9.30-5.00

Part of 5 consecutive days of training on "Working with Difficult Patients"

Fee: £125 per day; £565 for all five

Reflective Practice with Severe and Enduring Mental Illness (ref. CPD6a)

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This three day course will offer a model for understanding and thinking about patients with a severe and enduring mental illness, particularly focusing on the factors that enhance therapeutic engagement, as well as providing an understanding of the factors that undermine therapeutic engagement. The broad emphasis of the course will be clinical and will make extensive use psychodynamic understanding of the patient and his/her relation with others immediately involved in his/her care.

This is a bespoke course, for up to 50 participants, designed for purchase by mental health trusts and offered to staff as part of the purchasing trusts CPPD programme. It will be delivered on site at the purchasing mental health trust.

The course aims to:

- provide a model for understanding and thinking about psychotic disorders
- develop mental health professionals' capacity to engage with patients who are suffering from a severe and enduring mental illness
- help staff assess their patient's needs, reduce the risk of relapse and assess risk factors
- provide practical guidance to the management of patients with a severe and enduring mental illness in the context of their ongoing psychiatric care

Learning Outcomes:

Improving an understanding of the patient's psychology will improve the staff's capacity to engage with their patients in a positive way that reduces the likelihood of relapse. The course will also help participants develop their assessment skills and particular notice will be paid to risk factors.

Duration: 3 consecutive days, dates to be agreed by purchasing Trust

Fee: £4,500

Reflective Practice with Antisocial Personality Disordered Patients: A therapeutic approach (ref. CPD6b)

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, social workers, probation officers, art and music therapists.

Aims:

This three day course will offer a model for understanding and working with patients who suffer from antisocial personality disorder. The course will focus on the relationship between the patient's internal world and external reality.

The course will focus on practical ways to engage patients in health promotion and healthy relationships.

This is a bespoke course designed for purchase by mental health trusts and offered to staff as part of the purchasing trusts CPPD programme. It will be delivered on site in the purchasing mental health trust.

The course aims to:

- provide a model for understanding patients with personality disorder
- enhance the participant's capacity to engage their patients and develop a therapeutic relationship
- develop the skills for a dynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools and improves risk assessment
- provide practical guidance to the management of patients with personality disorders in the context of their ongoing psychiatric care

Learning Outcomes:

This course will give participants knowledge that can then be used to facilitate good management and help to engage the patient in health promotion. It will also help participants make accurate assessment of their patient's risk and develop productive care plans.

Duration: 3 consecutive days, dates to be agreed by purchasing Trust

Fee: £4,500

The Antisocial Adolescent: The Portman approach to forensic work (ref. CPD71)

Who is this course for?

The course will be useful for those working in the front line of contact with antisocial adolescents in all areas of professional background. It will especially be relevant for professionals working in the forensic field, such as Youth Offending Teams or Probation, but also Child and Adolescent Mental Health Services and many other settings provided by Social Services, Health or Education. The course is open to both practitioners and managers.

Aims:

This three day course offers a learning experience for those working with antisocial adolescents. Participants may be working with clients who have committed offences of a violent or sexual nature, or who are in danger of doing so. The Portman Model is the product of more than 70 years experience working with people of all ages who present with these difficulties. Drawing upon this thinking and clinical experience, the course presents a relational model for understanding antisocial behaviour in the context of the conflicts and struggles that typify adolescents today. These young people are often very disturbed and disturbing. The course aims to enhance participants' understanding of antisocial behaviour, their sensitivity to risk and their skill in making helpful working alliances.

Learning Outcomes:

- To provide an introduction to key concepts of the Portman Model, including the relational aspect of antisocial behaviour, Gangs and Group Dynamics, The Victim in the Abuser, Core Complex and Therapeutic Alliance
- To increase participants' sensitivity and understanding to the relational components in their clients' communication
- To help participants develop new skills or enhance their experience in engaging with destructive and challenging adolescents
- To increase awareness and capacity to adopt multiple points of view in the assessment and treatment of antisocial adolescents
- To understand the relational aspects of assessing risk and develop new skills in this area

Duration: 3 days, November

Time Commitment: 3 consecutive days, 10.00-4.30

Fee: £475

Working with Violent and Perverse Women in Psychiatric and Forensic Settings (ref. CPD26)

Who is this course for?

Mental health nurses, psychiatrists, psychologists, occupational therapists, art and music therapists, social workers and probation officers.

Aims:

- To provide a model for thinking about and understanding the nature of the difficulties of working with violent and perverse women
- To develop mental health professionals' capacity to engage with this client group
- To develop the skills for a dynamically informed assessment of the patient's difficulties in a way that complements other mental health assessment tools and improves risk assessment
- To introduce aspects of clinical practice with these patients/offenders, including addressing the inevitable impact this work has on the dynamics of the institutions working with them

Learning Outcomes:

The issue of risk and dangerousness are central in the care and management of these patients and offenders in whatever setting they are in. Knowledge gained from the course will help participants to facilitate good management and to improve assessment and risk assessment skills.

Day 1 - Working with Violent Women

Day 2 - Borderline personality disorder and self-harm

Day 3 - Sado-masochism and its manifestations in the relationships these women have with other adults and with their own children

Duration: 3 days, July

Time Commitment: 3 consecutive days, 10.00-4.30

Fee: £140 per day; £400 for all three

Each day can be purchased separately or as a group.

Risk - A Relational Perspective: Psychodynamic approaches to assessing and managing risk (ref. P20)

Who is this course for?

All professionals who work in criminal justice or mental health settings and for professionals whose work brings them in contact with individuals who present a risk of harm to others. Also suitable for those who assess and manage risk of harm to self and others in individuals with severe psychopathology, in secure and community settings. The course has been in the past attended by participants from a wide range of backgrounds and settings, including staff at junior levels and those in senior or management roles.

Aims:

This course offers an innovative framework for understanding the complex and subtle issues involved in assessing and managing risk of violence and sexual offending. Traditional approaches to risk assessment are useful in identifying groups of individuals who pose a high risk, but such approaches can be rather blunt when formulating the risk profile for a particular individual. Consequently, the field of risk assessment is moving from a reliance on actuarial instruments and risk prediction, to one of risk formulation. The aims and objectives of the course are to familiarise participants with a relational approach which will aid and develop their capacity to make risk formulations based on a comprehensive range of factors.

Learning Outcomes:

This course introduces participants to the elements of a psychodynamic model that are useful in risk assessment and offers a systematic approach to risk formulation. Our approach addresses the significance of childhood development, understanding violent and sexually violent acts and the complex interpersonal processes involved in managing violent individuals. These dynamic processes between people, impact on risk and risk perception, can distort judgement if not recognised and understood. This knowledge will increase competencies of participants and will facilitate thinking about the individuals in their care. This will improve the quality of the work of the individual, the team and the service.

Duration: October-December

Time Commitment: Weekly, Thursdays, 9.30-12.30

Fee: £612

This can be offered as a bespoke course.

Informing Practice in Forensic Work: The Portman Perspective (ref. CPD13)

Entry Requirements:

Psychodynamic thinking, as applied to forensic work, may be acquired through previous experience of such courses as "Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence" (CPD70) (page 32), "Working with Delinquency and Perversion: An application of psychoanalytic theory" (CPD11) (page 52) or the equivalent.

Who is this course for?

Professionals working with patients and clients who show signs of delinquency and/or sexual perversion. Participants may be from settings for patients or clients who have committed offences of a violent or sexual nature, or they may be working with people who are in danger of such problems.

The course will be useful for those working in all areas, including the private sector, where there is a need to understand delinquent, violent or sexually harmful behaviour in both adults and young people. It will be especially relevant for professionals working in the forensic field including nursing, psychiatry, social work, psychology, psychotherapy and education.

Aims:

This course introduces participants to the elements of a model of work with forensic patients, through reading, supervision and reflective practice.

It aims to:

- provide an introduction to key concepts including Core Complex, the Intergenerational Transmission of Trauma and The Victim in the Abuser.
- provide an experience of psychodynamic supervision of ongoing work with individuals or groups of forensic patients, or with the network surrounding them. This will be by means of the technique of reflective practice, something needed by all practitioners exposed to the stress of such work.

Learning Outcomes:

By the end of course, participants will be beginning to be able to apply the theoretical concepts to working with patients/clients in their own setting and to share these with colleagues in a mutually supportive fashion.

This 10-week course can be taken as a stand alone option or can form the 1st term of a 1 year course in which further theoretical issues are explored and the understanding gained is deepened and expanded.

Duration: March-July

Time Commitment: Weekly, Wednesdays, 2.30-6.00

Fee: £475

Working with Delinquency and Perversion: An application of psychoanalytic theory (ref. CPD11)

Entry Requirements:

It would be an advantage, but not essential, to have completed "Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence" (CPD70) (page 32) prior to this course.

Who is this course for?

Professionals working in psychology, medicine, social work, psychotherapy, nursing and related disciplines, at any stage of their career wanting a good grounding on psychoanalytic ideas relating to forensic patients.

Aims:

The objective of the course is to provide ways of thinking about this patient group who, because of their way of relating and their impact on professionals, frequently inhibit the professional's capacity to think clearly.

Learning Outcomes:

Participants will be offered the opportunity to attain a good grasp of the main psychoanalytic principles and to gain an appreciation of meaning attached to patients' actions and their origins in the unconscious.

Through this understanding it is to be hoped that the worker will feel more equipped in their management and treatment of their patients.

Duration: January-June

Time Commitment: Fortnightly, Tuesday evenings, 6.00-8.00

Fee: £403

Enactment: From concrete to symbolic thinking in forensic and psychotic patients (ref. CPD45)**Who is this course for?**

Relevant for all professionals involved in work with patients who expose the clinician to severe psychopathology.

Aims:

The aim of the course is to help clinicians gain greater insight into their clinical work and demonstrate how this deeper understanding in the clinician can lead to a move from the concrete to more symbolic modes of thinking in the patient.

Learning Outcomes:

Its objective will be to explore all areas of concrete enactment and its place in severe psychopathology, in particular how psychoanalytic theory contributes to the deeper understanding of psychotic, violent and sexual behaviour in our patients. This will improve the work of those involved in working with such patients.

Duration: January-June

Time Commitment: Fortnightly, Thursday evenings, 7.30-9.30

Fee: £474

Introducing Psychoanalytic Ideas on Sexual Perversions, Delinquency and Violence (ref. CPD70)**Who is this course for?**

Anyone who is interested in gaining some psychoanalytic understanding of sexual perversions, delinquency and violence. It is hoped that it will interest those who have recently graduated in any degree and who may be thinking about, have already embarked upon, or have already completed trainings in clinical psychology, social work, medicine, probation, nursing (including psychiatric) or other related fields.

Aims:

To provide an introduction to a psychoanalytic way of thinking about difficult patients suffering from delinquency, violence or a sexual perversion in an accessible way, for participants with no prior knowledge of either psychoanalysis or forensic patient groups.

Learning Outcomes:

Participants would find these talks informative, gaining a psychoanalytic view of the problems people encounter and an understanding of the contribution of those working in what has become known as the forensic sector.

Participants will be able to develop a capacity to think about the behaviour of difficult patients and how to attach some meaning to their actions with a view to understanding sufficiently to assist the patient to develop some insight.

Duration: October-July

Time Commitment: Monthly, Tuesday evenings, 6.15-7.45

Fee: £321

Advanced Diploma in the Dynamics of Mental Health Practice (ref. D65)

Who is this course for?

Mental health practitioners who have at least two years post-qualification experience in their relevant discipline. For example, nursing, social work, occupational therapy, psychiatry and psychology. It may also be suitable for other professionals who have demonstrated the capacity to study at this level and would benefit from this learning.

Aims:

- To provide an understanding of normal and abnormal human development and its relevance to mental health work
- To develop an appreciation of the therapeutic use of self in clinical practice
- To develop the capacity for more meaningful, accurate risk assessment
- To enhance safe practice
- To reflect on the importance of conscious and unconscious communications in the work place
- To identify and understand individual and group processes that interfere with effective working
- To develop skills to monitor self in relation to others in the workplace

Learning Outcomes:

Through a combination of theoretical lectures, reading seminars and clinical case discussion, the student will develop an understanding of the underlying dynamics present in the complexities of the health care environment. This will enhance their capacity to develop therapeutic relationships and become more effective in care, treatment and the assessment of risk. It will also improve their understanding of institutional dynamics together with staff management and clinical supervision.

The course is an Advanced Diploma at Level 3. It is accredited by Middlesex University and the successful student will receive 60 APEL credits.

Duration: October-July

Time Commitment: 1 day per week, 23 teaching days

Fee: £22,069

The course is delivered as a package in the purchasing Trust, for maximum 15 students.

Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part 1: Qualifying Course in Psychodynamic Psychotherapy) (ref. D58)

Entry Requirements:

A degree plus a core professional training in a public sector discipline or a degree and successful completion of the Introduction to Counselling and Psychotherapy (page 55).

Who is this course for?

Professionals working in the NHS, such as nurses, psychologists, general practitioners, social workers and counsellors.

Aims:

- To provide the foundation necessary for a psychotherapy training, theoretical and clinical
- To enhance existing skills and competencies

Learning Outcomes:

- A clear understanding of the setting necessary for psychotherapy
- An introduction to psychoanalytic thinking
- An experience of offering psychotherapy
- An introduction to the ethical framework and clinical governance which supports psychodynamic psychotherapy

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Wednesdays, 11.15-5.00

Fee: Year 1 - £2,922

Intercultural Psychodynamic Psychotherapy (Part two: Qualifying Course in Psychodynamic Psychotherapy) (ref. D59)

Entry Requirements:

Successful completion of Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part 1: Qualifying Course in Psychodynamic Psychotherapy) (page 58) or equivalent clinical course.

Who is this course for?

Professionals working in the NHS, such as nurses, psychologists, general practitioners, social workers and counsellors who wish to qualify as a psychodynamic psychotherapist. This is also suitable for qualified psychotherapists requiring CPD.

Aims:

- To provide a training for qualification as a BPC psychodynamic psychotherapist
- To deepen and enhance knowledge gained from the foundation course

Learning Outcomes:

- A clear understanding of the setting necessary for psychotherapy
- A deepening of psychoanalytic thinking
- An opportunity to consolidate psychotherapy practice
- A contextualisation of the practice of psychotherapy within the framework of clinical governance and ethical practice
- A development of psychotherapy practice which is sensitive and responsive to intercultural issues
- The practice of psychotherapy which is relevant to the demands of multicultural Britain

Duration: At least 2 years, October-July

Time Commitment: Weekly, Wednesdays, 11.45-16.30

Fee: Year 1 - £2,608

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

Entry Requirements:

Applicants are expected to have a minimum of three years experience in their respective professions. In addition, they will usually be directly involved in the management, training or development of other professional workers or engaged in consultative work for specific organisations. As such, they will usually hold first degrees or equivalents and/or have professional experience commensurate with that level of training.

Who is the course for?

Managers, leaders, consultants and coaches from any organisational sector. The material studied is highly relevant to the challenges presented by work in the health service and social work.

Aims:

This course aims to give participants the skills to understand where challenges may exist and then to create organisational architectures which encourage creativity, co-operation and distributed leadership. The course deepens an understanding of unconscious workplace dynamics and then develops skills to lead change. This course is the foundation for the Professional Doctorate in Consultation and the Organisation (details upon request).

The course trains participants to take up a 'consultative stance' which they can utilize from within an organisation as a manager, or when working externally as a consultant or coach. The three core modules integrate all areas of the programme:

- Theory Seminars - to engage in dialogue about organisational and human relations concepts, drawing on psychoanalytic-systems theory
- Skills and Interventions - to learn how to take up a consultative stance, using the 'self as an instrument' of change
- Experiential Learning - to take part in experiential groups and a group relations programme offering the unique Tavistock approach of conscious reflection and unconscious engagement on individual and group behaviour

Duration: Up to 3 years, October-July

Time Commitment: Weekly, Tuesdays, 2.00-7.00

Fee: Year 1 - £2,860

Reflective Practice with 'Dangerous' and Perverse Patients: The Portman Clinic approach (bespoke training)

Who is this course for?

Participants may be from settings for patients or clients who have committed offences of a violent or sexual nature, or they may be working with people who are in danger of such problems.

Our courses would be useful for those working in all areas, including the private sector, where there is a need to understand delinquent, violent or sexually harmful behaviour in both adults and young people. It will be especially relevant for professionals working in the forensic field including nursing, psychiatry, social work, psychology, psychotherapy and education.

Aims:

The Portman Clinic offers assessment and psychotherapeutic treatment for patients who are disturbed by their delinquency, criminality and violence and by the fact that their sexual activity damages others and themselves. These patients are often referred to as forensic or antisocial personality disordered and are known to social care and psychiatric services and the criminal justice system. Some such clients/patients/offenders make up part of most practitioners' case-loads and not just those working in more acute, forensic or criminal justice settings. The issues of risk and dangerousness are central in the care and management of these patients and offenders, in whatever setting they are in.

Courses would introduce participants to some core concepts helpful in thinking about such patients/offenders introduce aspects of clinical practice with these patients/offenders including addressing the inevitable impact this work has on the dynamics of the institutions working with them

Learning Outcomes:

Learning outcomes will depend on the agreed content of the course, but participants will have improved assessment and risk assessment skills. The issue of risk and dangerousness are central in the care and management of these patients and offenders in whatever setting they are in. Knowledge gained from our courses will help participants to facilitate good management.

Duration: Bespoke training may be delivered in the form of regular (weekly, fortnightly, monthly) reflective practice groups held in the participants' place of work, or could be delivered as a 2 or more day course comprising teaching and work discussion.

Time Commitment: determined by purchasing Trust

Fee: To be confirmed

Promoting Healthy Productive Teams

We can support team leaders and managers, directors, Trust executives and Boards.

The pressure of constant change and financial uncertainty affects everyone and every team and group. Managers and frontline staff in services such as mental health are often under the greatest pressure/stress.

The quality of life in teams depends on their morale leadership, management, supervision and inclusion.

DO YOU LEAD OR MANAGE SUCH TEAMS OR GROUPS AS:

- HR Directors and Managers
- SMTs
- Quality and Governance Teams
- Mental Health Rehab Services
- Acute and Chronic Mental Health Services
- Cross Cultural Services
- Adolescent Services
- Children's Services
- CAMHS Teams
- Education Services
- Family Centres
- Refugee and Emerging Communities Services

We can help you to maximise your team's potential and create a flexible, adaptive and responsive service, sufficiently robust and resilient to meet changing demands. A more effective team will deliver improved quality - with measurable outcomes for Quality Accounts.

Who are we?

We are a team of clinician trainers with an expertise in organisational and team functioning, based in the Adult Department at The Tavistock and Portman NHS Foundation Trust. We tailor-make a programme with the leader of any team or staff group to create healthy teamwork for the challenges of the NHS today.

We can organise:

- Away Days for your team or service
- Team Diagnostic Events
- A 10-session programme designed with you for your team
- Role Consultation

For more information or to discuss please contact:

Jina Barrett or Mike Swinburne
Tel: 020 8938 2386

jbarrett@tavi-port.nhs.uk
mswinburne@tavi-port.nhs.uk

Examples and Feedback:

Senior Manager

One prominent Mental Health Trust has commissioned a number of our 10-session courses over the last 3 years. The Head of Nursing Practice and Development says that what he values about the Tavistock training, over other kinds of management and mental health training, is that it helps his staff get back in touch with their feelings about their work.

This is important because he believes that when staff become numbed and unfeeling - as is often the case in mental health settings - things start to go wrong in services. Arising out of these local programmes came the idea of an organisational review to bring together all the staff who had been on the training to revisit what they had learned and to think how they had used the Tavistock approach in their workplace.

Service Manager

Joan, a service manager who runs a Home Treatment Team said how valuable the training had been to her, both in terms of recognising the importance of creating a proper space where she and her staff could think together about their work, but also in terms of her role as a staff supervisor and service lead.

She realised that for staff to do a good job they needed to have a proper structure of support in place.

Front Line Staff

This is what some other mental health professionals said about their course:

"I know that thinking about the task is crucial...and I am much more aware that there is a theoretical framework to my work and I need to learn more about it."

"Much more thinking (now) goes into the different tasks of the unit rather than rushing for solutions, which was a bit of a norm before."

"I (now) make more effort to be more thoughtful about the team dynamics and less reactive."

"I (feel) more confident to reflect and take time to do things properly."

"I am thinking more about work issues and trying to understand what may be happening beyond the obvious."

"I have been able to see my part in the organisation as a whole and have been able to think about my work, the skills and fallibilities I bring to it, and allow others to do that too."



Healthy Productive Teams

CAMHS Primary Care: Working with parents with mental ill health

Towards a Healthy Organisation: Building 'mental capital' in health and social care settings

Working with Personality Disorder: Developing a team mind

Building Resilience in Frontline NHS Services: The psychodynamics of health and social care work

CAMHS Primary Care: Working with parents with mental ill health**Entry Requirements:**

The course assumes that the participants are all experienced professionals and that each person has a valuable contribution to make.

Who is the course for?

Staff and managers of services where there are adult service users with personality disorder receiving help with parenting children

Aims:

In Children's Services the task of helping is made complex by having to hold the needs of both the child and the parent/carer in mind, and to constantly assess relationships with reference to models of risk. Where the parents also have serious mental health problems, the task is complicated further and staff's capacity to think is repeatedly under attack. Work with people with personality disorder is most effective and sustainable when provided through teams with transparent and agreed working practices and with a robust and well-developed reflective capacity.

This course is designed:

- to introduce, in theory and in practice, a model for a healthy organisation as it applies to human services and, in particular, to children and family services
- within that organisational framework, to provide a way of understanding mental development that elucidates the processes at work between staff and service users and between staff themselves
- to enable participants to realistically assess the feasibility and challenges of developing reflective capacity in their own workplace

Learning Outcomes:

Participants will:

- acquire an adaptive dynamic model for healthy organisational functioning in child and family settings where there are parents with personality disorder
- develop an awareness of how unconscious processes can interfere with individual/team performance and professional good practice
- develop the capacity to use emotional experience as data about the client group and to inform effective clinical/social work responses and interventions
- acquire a deeper understanding of service users' problems and about why work with them can be so difficult
- understand how unconscious processes contribute to reflective practice
- have increased resilience and an improved ability to think under pressure to act
- acquire a basic understanding of why reflective practice is important in working with people with personality disorder

Duration: 10 weeks

Time Commitment: 2.5 hours per week

Fee: £8058 per group

Towards a Healthy Organisation: Building 'mental capital' in health and social care settings**Entry Requirements:**

The course assumes that participants are all experienced professionals and that each person has a valuable contribution to make.

Who is the course for?

Middle and senior managers of health and social care services.

Aims:

The course presents a model of the 'Healthy Organisation' as a template for assessing current team and organisational effectiveness and well-being. This involves using ideas from psychoanalysis, group relations and open systems theory to look at the clinical, interpersonal and systemic issues involved in the management of health and social care services within the context of a modern business environment.

The course consists of direct teaching and consultation in two sessions each week, of 60 and 75 minutes respectively. The first session is a lecture; the second an experiential study group where participants have the opportunity to learn from their own experience and to apply the ideas of the teaching to their own work.

The course aims to:

- demonstrate a theoretical and experiential understanding of what makes for a 'healthy' organisation, drawing parallels with human development and individual psychopathology, and showing the particular pressures toward unhealthy functioning placed on organisations that work with human suffering and disturbance
- identify and understand the conscious and unconscious processes that affect the delivery of services and the performance of staff and managers
- create a setting that allows participants to use their living experience of their work as a source of information about their staff and clientele, which can then be used to inform effective clinical and managerial responses and interventions

Learning Outcomes:

- Improved managerial and clinical competence
- Deeper understanding of what motivates individual and team behaviour at work
- Increased resilience and an improved ability to think strategically under pressure
- Increased confidence to manage services in a constantly changing environment
- Awareness of how unconscious processes can interfere with individual/team performance and professional good practice
- Capacity to design and maintain an operational structure that fosters best practice in service provision and promotes emotional well-being in staff and managers

Duration: 10 sessions over 10 weeks or longer

Time Commitment: 2.5 hours per session

Fee: £8058 per group or team

Working with Personality Disorder: Developing a team mind

Entry Requirements:

The course assumes that the participants are all experienced professionals and that each person has a valuable contribution to make.

Who is the course for?

Staff and managers of services where there are service users with personality disorder.

Aims:

The task of helping people with personality disorders is made complex because staff's capacity to think comes repeatedly under attack. Work with this client group is most effective and sustainable when provided through teams with transparent and agreed working practices and with a robust and well-developed reflective capacity or 'team mind'.

This course is designed:

- to introduce in theory and in practice a model for a healthy organisation as it applies to human services, and in particular to personality disorder services
- within that organisational framework, to provide a way of understanding mental development that elucidates the processes at work between staff and service users and between staff themselves
- to enable participants to realistically assess the feasibility and challenges of developing reflective capacity in their own workplace

Learning Outcomes:

Participants will:

- Acquire an adaptive dynamic model for healthy organisational functioning in personality disorder settings
- Develop the capacity to contribute to an operational structure that fosters best practice in service provision and promotes emotional well-being in staff and managers, and therefore in service users
- Develop an awareness of how unconscious processes can interfere with individual/team performance and professional good practice
- Develop the capacity to use emotional experience as data about the client group and to inform clinical responses and interventions
- Acquire a deeper understanding of service user's problems and about why work with them can be so difficult
- Understand how unconscious processes contribute to reflective practice
- Have increased resilience and an improved ability to think under pressure to act
- Acquire a basic understanding of what it means to describe a team as having a mind and understanding why this is important in personality disorder services

Duration: 10 weeks

Time Commitment: 2.5 hours per week

Fee: £8058

Building Resilience in Frontline NHS Services: The psychodynamics of health and social care work

Entry Requirements:

The course assumes that participants are all experienced professionals and that each person has a valuable contribution to make.

Who is the course for?

Frontline staff and service managers of mental health and social care services, e.g. CPN's, support workers, psychiatrists, social (care) workers, rehab workers, psychologists, occupational therapists, probation officers, arts and music therapists.

Aims:

The course presents the view that mental health requires ongoing experiences of being understood. This may be in the form of words and/or, particularly in psycho-social services, actions-as-words. In severe mental illness there has usually been a breakdown or absence of understanding which can be re-enacted in the relationship between client and staff or service. The course aims to look at some of the factors involved in these processes with a view to helping staff distinguish between thoughtful action and thought-less acting out.

The course consists of direct teaching and consultation in two sessions each week of 60 and 75 minutes respectively. The first session is a lecture; the second an experiential study group where participants have the opportunity to learn from their own experience and to apply the ideas of the teaching to their own work.

Using ideas from psychoanalysis, group relations and open systems theory, the course aims to:

- work with a group of frontline professionals to look at the clinical, interpersonal and systemic issues involved in the delivery and management of health and social care services within the context of a modern business environment
- identify and understand the conscious and unconscious processes that affect the delivery of services and the performance of staff and managers
- create a setting that allows participants to use their living experience of their work as a source of information about their clientele, which can then be used to inform effective clinical and managerial responses and interventions

Learning Outcomes:

- Improved clinical, interpersonal and managerial skills
- Awareness of how unconscious processes can affect individual/team performance and professional good practice
- Increased capacity to deliver and/or manage services in a constantly changing environment
- Knowledge and understanding of an operational structure that fosters best practice in service provision and promotes emotional well-being in staff and managers

Duration: 10 sessions over 10 weeks or longer

Time Commitment: 2.5 hours per session

Fee: £8058 per group or team



BME and Cultural Diversity

An Introduction to African-Centred Perspectives to Care (ref. CPD62)

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Postgraduate Certificate/Diploma/MA in Strategic Leadership and Management (ref. M26)

An Introduction to African-Centred Perspectives to Care (ref. CPD62)**Who is this course for?**

All practitioners working in the caring profession, including social care and mental health practitioners, educators, nurses, therapists, counsellors and social workers.

Aims:

This course is intended to provide an introduction to African psychology and to develop ideas of an African-centred approach to therapy and care. It will examine various psychological and psycho-social approaches to thinking about work with people of African and Afro-Caribbean descent.

The course aims to:

- examine theoretical understanding of ideas drawn from African-centred psychology and western psychology
- provide an opportunity to critique the accepted western models from an African-centred perspective
- provide a space within which relevant theoretical ideas can be explored and used to inform clinical/social experience
- offer a reflective space to critically appraise and enhance practice

Learning Outcomes:

On completion of the course it is intended that participants will have:

- Gained a critical awareness of African-centred psychology as they relate to practice
- Developed their ability to integrate practical experience with theoretical insight from an African-centred psychological perspective
- Gained an insight into the wealth of African-centred knowledge, experience and vision that will allow them to ground their work in both academic and practical understanding
- Demonstrated an appreciation of African-centredness in their private and public lives

Duration: May-June

Time Commitment: Weekly, Mondays, 9.30-12.00

Fee: £428

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)**Who is this course for?**

Practitioners from any discipline in voluntary and statutory services working with refugee and Black, Minority and Ethnic communities

Aims:

The course aims to heighten participants' sensitivity to, and understanding of, a range of subjects including:

- Models of community empowerment
- Improving the quality of multi-agency work in cross-cultural contexts
- Making use of relevant research findings in relation to BME work
- Working effectively with different minority communities
- How to collaborate with cultural consultants
- How to work across language barriers
- Identifying risk in cultural contexts and debunking myths in relation to 'acceptable' behaviour
- Taking account of the impact of traumatic separations and/or violence and forced migration on the emotional well-being of refugee and asylum seeking families
- Improving access to mental health
- Community outreach initiatives
- Tackling issues of stigma

Learning Outcomes:

- For participants to gain greater awareness of issues facing refugee and BME communities and to improve their competence in working alongside people and organisations from within these communities
- For participants to act as delegates for the teams and services to which they belong and bring the learning back by different means to improve overall cultural competence of their teams

Duration: January-March

Time Commitment: Weekly, Mondays, 3.00-5.30

Fee: £393

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Entry Requirements:

There are no formal requirements, but participants are expected to work in mental health in some capacity. It is also expected that participants will consult the literature provided and be prepared to bring clinical material for work discussions.

Who is this course for?

Adult mental health professionals and teams; CAMHS professionals and teams; adult, child and adolescent psychiatrists; privately practising adult, child and family psychotherapists; school and university counsellors; NHS managers; social workers, social care managers; GPs; health visitors, midwives; voluntary sector workers; voluntary sector project managers; mental health and social care researchers.

Aims:

The objective of the course is to contribute to an integration of issues of race, culture and ethnicity in mental health assessment, treatment and care in the mental health workforce generally. It aims to enable mental health professionals acquire cross-cultural understanding, confidence in their abilities to work efficiently cross-culturally and specific interviewing, assessment and supervision skills.

Learning Outcomes:

Participants will acquire:

- a dynamic understanding of race, culture and ethnicity
- an ability to integrate culture, race and ethnicity with professional frameworks in case discussions
- cross-cultural observation skills
- cross-cultural interviewing and assessment skills
- cross-cultural supervision skills
- an awareness of relevant literature
- increased confidence in cross-cultural mental health work

Duration: October-July

Time Commitment: Monthly, Monday evenings, 7.00-9.00

Fee: £70 per session; £610 for whole course

Participants can sign up for individual sessions or the whole course

Postgraduate Certificate/Diploma/MA in Strategic Leadership and Management (ref. M26)

Entry Requirements:

- Normally a relevant first degree, degree equivalent or evidence of other post-registration education/experience and an appropriate professional qualification relevant to their chosen career
- Normally at least three years practice experience in the NHS for which they have management responsibilities

Who is the course for?

This inter-professional, multidisciplinary course is designed for leaders and managers in social, health and education services and voluntary sector projects.

Aims:

- To extend the understanding of management within social care, education and health and to apply this understanding to the workplace, thereby improving leadership and management skills and the quality of service provision
- To facilitate the advanced study of organisations, their leadership/management and the changing external context in which managers operate
- To develop knowledge and understanding of key areas of leadership and management that challenges students to think about the whole organisation and not just localised management

Learning Outcomes:

At the end of this course students will be able to:

- Identify, explain and discuss contrasting approaches to the analysis of organisations and distinguish between the purposes and structures of public sector organisations
- Become more aware of and understand change issues at individual, group and organisational levels in the public sector environment
- Understand the importance of strategy and leadership in the public sector and the context in which they operate
- Improve outcomes for service users
- Work in partnership with other organisations
- Develop the capacity to work with under the surface processes in individual, group and organisational contexts
- Develop effective multidisciplinary and inter-agency communication

Duration: Up to 3 years, October-July

Time Commitment: Monthly, Thursdays and Fridays, 9.30-5.30

Fee: Year 1 - £2,417

PROGRAMMES (full list)

TEAM LEADERS AND MANAGERS (Page 14)

Workshop for Supervisors: Managing the stress (ref. CPD96)

Leading and Managing in Multidisciplinary and Multi-Agency Settings: A systemic perspective (ref. CPD23)

Postgraduate Certificate/Diploma/MA in Strategic Leadership and Management (ref. M26)

Postgraduate Diploma/MA in Working with Groups (ref. D11)

Tavistock Consultancy Service: Leading Change

Tavistock Consultancy Service: Decoding Group Dynamics

Tavistock Consultancy Service: Organisational Development and Transformation/Change Skills

Working in Organisations: Group Relations Conference (ref. CPD61)

Tavistock Consultancy Service: Executive Coaching

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

NURSES AND HEALTH VISITORS (Page 20)

Working with Difficult Patients: Psychoanalytic understanding applied to working in psychiatric and forensic settings (ref. CPD38)

- a) Psychodynamic Work with Personality Disordered Patients
- b) Psychoanalytically informed work with 'dangerous' patients: The work of the Portman Clinic
- c) Psychodynamic Understanding of Psychotic Disorders
- d) Working Creatively with Serious Eating Disorders
- e) Melancholia, Dysthymia and Chronic Depression

Reflective Practice with Severe and Enduring Mental Illness (ref. CPD6a)

Reflective Practice with Antisocial Personality Disordered patients: A therapeutic approach (ref. CPD6b)

An Introduction to Systemic Family Therapy: A workshop for nurses in mental health (ref. CPD90)

Working with Violent and Perverse Women in Psychiatric and Forensic Settings (ref. CPD26)

Working with Disruptive Adolescents (ref. CPD65)

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)

An Introduction to African-Centred Perspectives to Care (ref. CPD62)

Relating to Self-harm and Suicide in Adolescents and Young Adults (ref. CPD29)

Families and Beyond: An introduction to systemic thinking (ref. CPD94)

Risk - A Relational Perspective: Psychodynamic approaches to assessing and managing risk (ref. P20)

Informing Practice in Forensic Work: The Portman perspective (ref. CPD13)

Working with Delinquency and Perversion: An application of psychoanalytic theory (ref. CPD11)

Enactment: From concrete to symbolic thinking in forensic and psychotic patients (ref. CPD45)

Workshops for Named and Designated Child Protection Professionals: Nurses (ref. CPD14n)

Child Development, Attachment and Neuroscience Research for Professionals working with Infants and Young Children (ref. CPD28)

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

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Introduction to Counselling and Psychotherapy (ref. D12)

Understanding Trauma: Principles and practice (ref. D18)

Postgraduate Certificate in Child, Adolescent and Family Mental Well-being: Multidisciplinary practice (ref. D24)

Advanced Diploma in the Dynamics of Mental Health Practice (ref. D65)

Postgraduate Certificate/Diploma/MA in Working with People with Eating Disorders and Body Image Disturbance (ref. D9)

Postgraduate Certificate/Diploma in Applied Systemic Theory (ref. D4)

Masters in Systemic Psychotherapy (ref. M6)

Postgraduate Diploma/MA in Psychological Therapy with Children, Young People and Families (ref. M34)

Postgraduate Certificate/Diploma/MA in Psychodynamic Approaches to Working with Adolescents (ref. M33)

Postgraduate Diploma/MA in Child Protection and Complex Child Care (ref. M22)

Postgraduate Diploma/MA in Child and Adolescent Primary Mental Health Care Work (ref. M42)

Postgraduate Diploma/MA in Psychoanalytic Observational Studies (ref. M7)

Postgraduate Diploma/MA in Early Years Development: Infant Mental Health (ref. M9)

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

Postgraduate Diploma/MA in Working with Groups (ref. D11)

Postgraduate certificate/Diploma/MA in Strategic Leadership and Management (ref. M26)

ADULT PSYCHOTHERAPISTS (Page 43)

Understanding Couples (ref. CPD55)

Working with Difficult Patients: Psychoanalytic understanding applied to working in psychiatric and forensic settings (ref. CPD38)

- a) Psychodynamic Work with Personality Disordered Patients
- b) Psychoanalytically informed work with 'dangerous' patients: The work of the Portman Clinic
- c) Psychodynamic Understanding of Psychotic Disorders
- d) Working Creatively with Serious Eating Disorders
- e) Melancholia, Dysthymia and Chronic Depression

Reflective Practice with Severe and Enduring Mental Illness (ref. CPD6a)

Reflective Practice with Antisocial Personality Disordered patients: A therapeutic approach (ref. CPD6b)

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)

An Introduction to African-Centred Perspectives to Care (ref. CPD62)

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)

Working with Couples (ref. CPD66)

Risk - A Relational Perspective: Psychodynamic approaches to assessing and managing risk (ref. P20)

Informing Practice in Forensic Work: The Portman perspective (ref. CPD13)

Working with Delinquency and Perversion: An application of psychoanalytic theory (ref. CPD11)

Enactment: From concrete to symbolic thinking in forensic and psychotic patients (ref. CPD45)

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

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Psychological Therapies Supervision Groups (ref. CPD67)

Introduction to Counselling and Psychotherapy (ref. D12)

Understanding Trauma: Principles and practice (ref. D18)

Advanced Diploma in the Dynamics of Mental Health Practice (ref. D65)

Postgraduate Certificate/Diploma/MA in Working with People with Eating Disorders and Body Image Disturbance (ref. D9)

Postgraduate Certificate/Diploma in Applied Systemic Theory (ref. D4)

Postgraduate Diploma/MA in Psychological Therapy with Children, Young People and Families (ref. M34)

Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part 1: Qualifying Course in Psychodynamic Psychotherapy) (ref. D58)

Intercultural Psychodynamic Psychotherapy (Part two: Qualifying Course in Psychodynamic Psychotherapy) (ref. D59)

CAMHS PRACTITIONERS (Page 60)

Understanding Couples (ref. CPD55)

Trauma: The child, the family and the worker (ref. CPD82)

An Introduction to Systemic Family Therapy: A workshop for nurses in mental health (ref. CPD90)

The Antisocial Adolescent: The Portman approach to forensic work (ref. CPD71)

Psychodynamic Approaches to Working With Children, Adolescents and their Families: Reconnecting with psychodynamic thinking (ref. CPD9)

Working with Disruptive Adolescents (ref. CPD65)

Working with Families with Physical Illness: A systemic approach (ref. CPD57)

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)

Relating to Self-harm and Suicide in Adolescents and Young Adults (ref. CPD29)

Working with Couples (ref. CPD66)

Families and Beyond: An introduction to systemic thinking (ref. CPD94)

Workshop for Supervisors: Managing the stress (ref. CPD96)

Understanding the Emotional Needs of Care Leavers (ref. CPD2)

Working with Delinquency and Perversion: An application of psychoanalytic theory (ref. CPD11)

Workshops for Named and Designated Child Protection Professionals: Doctors (ref. CPD14d)

Workshops for Named and Designated Child Protection Professionals: Nurses (ref. CPD14n)

Child Development, Attachment and Neuroscience Research for Professionals Working with Infants and Young Children (ref. CPD28)

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Introduction to Counselling and Psychotherapy (ref. D12)

Postgraduate Certificate in Child, Adolescent and Family Mental Well-being: Multidisciplinary practice (ref. D24)

Postgraduate Certificate/Diploma/MA in Working with People with Eating Disorders and Body Image Disturbance (ref. D9)

Postgraduate Certificate/Diploma in Applied Systemic Theory (ref. D4)

Postgraduate Diploma/MA in Psychological Therapy with Children, Young People and Families (ref. M34)

Postgraduate Certificate/Diploma/MA in Psychodynamic Approaches to Working with Adolescents (ref. M33)

Postgraduate Diploma/MA in Child Protection and Complex Child Care (ref. M22)

Postgraduate Diploma/MA in Child and Adolescent Primary Mental Health Care Work (ref. M42)

Postgraduate Diploma/MA in Psychoanalytic Observational Studies (ref. M7)

Postgraduate Diploma/MA in Early Years Development: Infant Mental Health (ref. M9)

Postgraduate Certificate/Diploma/MA in Consultation and the Organisation: Psychoanalytic approaches (ref. D10)

Postgraduate Diploma/MA in Working with Groups (ref. D11)

ALLIED HEALTH PROFESSIONALS (Page 80)

Working with Difficult Patients: Psychoanalytic understanding applied to working in psychiatric and forensic settings (ref. CPD38)

- a) Psychodynamic Work with Personality Disordered Patients
- b) Psychoanalytically informed work with 'dangerous' patients: The work of the Portman Clinic
- c) Psychodynamic Understanding of Psychotic Disorders
- d) Working Creatively with Serious Eating Disorders
- e) Melancholia, Dysthymia and Chronic Depression

Reflective Practice with Severe and Enduring Mental Illness (ref. CPD6a)

Reflective Practice with Antisocial Personality Disordered patients: A therapeutic approach (ref. CPD6b)

Working with Violent and Perverse Women in Psychiatric and Forensic Settings (ref. CPD26)

Psychodynamic Approaches to Working With Children, Adolescents and their Families: Reconnecting with psychodynamic thinking (ref. CPD9)

Working with Families with Physical Illness: A systemic approach (ref. CPD57)

An Introduction to African-Centred Perspectives to Care (ref. CPD62)

Short Course on Developing Skills in Collaborative Work with Parental Mental Illness (ref. CPD35)

Engaging BME and Refugee Communities: Achieving effective cross-cultural community liaison and collaboration (ref. CPD16)

Informing Practice in Forensic Work: The Portman perspective (ref. CPD13)

Enactment: From concrete to symbolic thinking in forensic and psychotic patients (ref. CPD45)

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

Child Development, Attachment and Neuroscience Research for Professionals Working with Infants and Young Children (ref. CPD28)

Cross-cultural Psychotherapeutic Thinking for Psychotherapists and Mental Health Professionals Working with Adults, Families and Children (ref. CPD72)

Introduction to Counselling and Psychotherapy (ref. D12)

Postgraduate Certificate in Child, Adolescent and Family Mental Well-being: Multidisciplinary practice (ref. D24)

Postgraduate Certificate/Diploma/MA in Working with People with Eating Disorders and Body Image Disturbance (ref. D9)

Masters in Systemic Psychotherapy (ref. M6)

Postgraduate Certificate/Diploma/MA in Psychodynamic Approaches to Working with Adolescents (ref. M33)

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Postgraduate Diploma/MA in Early Years Development: Infant Mental Health (ref. M9)

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Personality Assessment Workshop Series for Applied Psychologists: Level 1 training in the Rorschach Comprehensive System (ref. CPD88)

An Introduction to Psychodynamic Concepts for Clinical and Counselling Psychologists (ref. CPD60)

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Postgraduate Diploma/MA in Foundation Course in Psychodynamic Psychotherapy (Part 1: Qualifying Course in Psychodynamic Psychotherapy) (ref. D58)

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- c) Psychodynamic Understanding of Psychotic Disorders
- d) Working Creatively with Serious Eating Disorders
- e) Melancholia, Dysthymia and Chronic Depression

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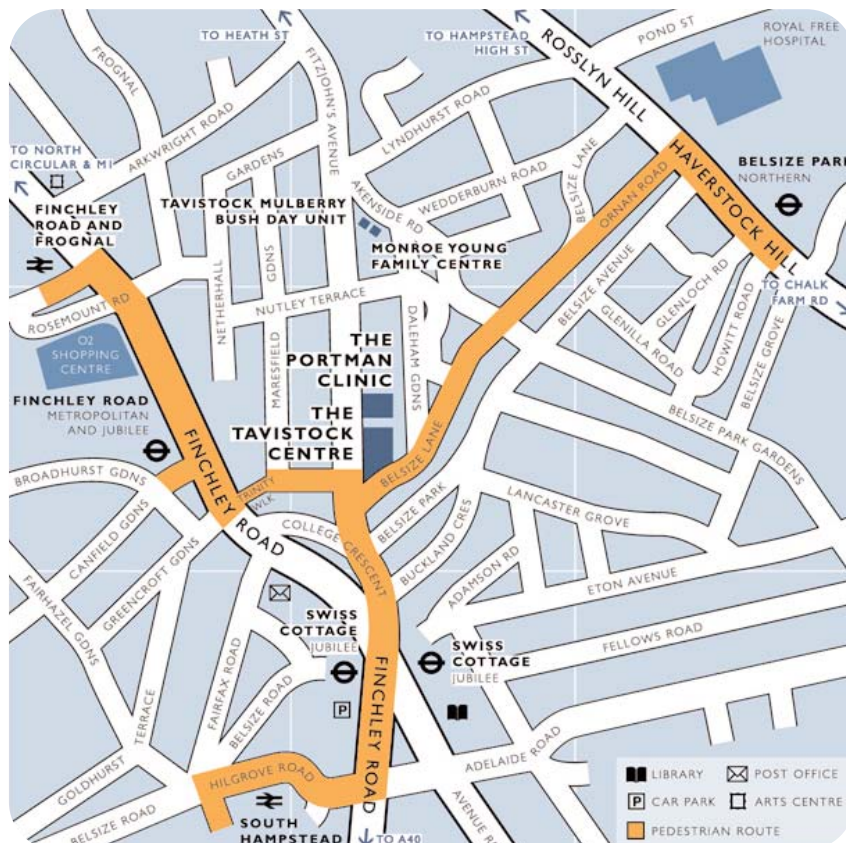
Postgraduate Certificate/Diploma/MA in Strategic Leadership and Management (ref. M26)

HOW TO FIND US

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South Hampstead (Euston Link)

BUSES

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