School of Medicine

M.Sc. In Psychoanalytic Psychotherapy
2019–202
INTRODUCTION

We would like to welcome you to the MSc in Psychoanalytic Psychotherapy. We hope you enjoy your time on the course. We understand that you are taking a big step in embarking on this course and we are keen that you get the most from the experience. This handbook is designed to give you an overall structure for the course. This handbook brings together the modules of the course for both first and second year. Some parts of the timetable will change due to extraneous factors and we will advise you of any changes as soon as they arise. We will also be advising you of certain readings that have not been included here. We ask you to use this handbook as a reference guide around the course as a whole. It presents most of the main details of the course, including those related to the course modules, dates of classes and the nature of assessment, dates of submission of these and dates of their return. We also ask you to familiarise yourself with the details laid out here around attendance at classes, communication with staff, the commencement and continuation of personal therapy, and the provision of feedback. The handbook is also distributed to all those who teach on the course, as well as the external examiner.

Course Committee,
MSc in Psychoanalytic Psychotherapy

Paul Moore,
Course Director,
Module Coordinator

Julie-Ann Lyons
Module Coordinator
Infant Observation

Noreen Bracken
Module Coordinator
Human Development

Jennifer Griffin
Lecturer
Research Dissertation

Theoretical Frameworks

Roisin O’Boyle
Module Coordinator

Majella Moloney,
Course Administrator

Clinical Concepts &
Clinical Practice

The M.Sc. Committee
ACKNOWLEDGEMENTS

We would like to thank the following for contributing to this handbook and to the overall thinking about the design and delivery of the course.

John O’Connor, former Course Director, Lecturer
Theresa Merrigan former Course Coordinator, Lecturer, Supervisor, Training Analyst.
Aoife Twohig, Chair of the Irish Institute of Child and Adolescent Psychoanalytic Psychotherapy.
Julie-Ann Lyons, Infant Observation Module Coordinator, Member of training committee Irish Institute of Child and Adolescent Psychoanalytic Psychotherapy.
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Mary Pyle, founder member and former Chair of the Irish Institute of Psychoanalytic Psychotherapy, Training Analyst and Lecturer.
Ann Murphy, founder member of the Irish Institute of Psychoanalytic Psychotherapy, former Course Director of the MSc in Psychoanalytic Psychotherapy (Adult), Training Analyst and Lecturer.
Julie Brown, former Chair of the Irish Forum for Psychoanalytic Psychotherapy and Lecturer
Berna O’Brien, Training Analyst and Lecturer.
Grainne Casey, member of the training committee of the Irish Institute of Child and Adolescent Psychoanalytic Psychotherapy.
Michelle Sludds-Hickey, member of the training Committee of the Irish Institute of Psychoanalytic Psychotherapy, member of the Irish Forum for Psychoanalytic Psychotherapy Executive committee, Lecturer.
Pam McEvoy, former Module Coordinator (Infant Observation) and former Chair of the Irish Institute of Child and Adolescent Psychoanalytic Psychotherapy.
Sherry Doyle, former Course Coordinator and member of the Irish Institute of Child and Adolescent Psychoanalytic Psychotherapy.
Noreen Bracken, Chair IFCAPP, member of the training committee Irish Institute of Child and Adolescent Psychoanalytic Psychotherapy.
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COURSE OVERVIEW
The MSc in Psychoanalytic Psychotherapy is a two-year part-time course with the primary aim of providing students with the academic and experiential basis for the fuller process of training as a psychoanalytic psychotherapist, either with adults or with children and adolescents. The course also provides a comprehensive account of psychoanalytic understanding for professionals working with patients in mental health and other environments where an understanding of unconscious processes is of undoubted value.

M.Sc. Executive Committee
The executive committee are responsible for the management and delivery of the course:
Paul Moore, Julie-Ann Lyons, Roisin O’Boyle, Noreen Bracken, Jennifer Griffin
Senior Executive Officer and Course Administrator: Majella Moloney

Training Committees
The course advisory committee provides a perspective to the course executive in relation to the requirements of the profession as a whole, particularly in relation to the overall training offered by the institutes. The current members of this committee are the following:

IICAPP: Julie-Ann Lyons, Patricia O’Connell, Grainne Casey, Sherry Doyle, Noreen Bracken
IIPP: John Foden, Roisin O’Boyle, Mary Stott

External Examiner
Professor Oliver Turnbull is the External Examiner for the M.Sc. in Psychoanalytic Psychotherapy. Prof. Turnbull is a leading expert in the area of psychoanalytic experimental research and the area of emotion research in general. He is currently Pro-Vice Chancellor of Teaching and Learning at Bangor University, North Wales.
## Programme Outcomes

Upon completion of the MSc in Psychoanalytic Psychotherapy, graduates should be able to:

<table>
<thead>
<tr>
<th>No.</th>
<th>Programme Outcome</th>
<th>Contributing Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Identify the major psychoanalytic thinkers, describe their central ideas and explain (or assess) how these inform clinical psychoanalytic practice</td>
<td>1, 6</td>
</tr>
<tr>
<td>2</td>
<td>Critically appraise psychoanalytic contributions and add to the debates that exist within psychoanalysis around its various hypotheses and theories</td>
<td>1, 4, 6, 7, 8</td>
</tr>
<tr>
<td>3</td>
<td>Outline and expand upon key current and contemporary issues in psychoanalytic theory and practice</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>Describe the interface between psychoanalytic theory, psychoanalytic clinical practice and the findings of the neurosciences</td>
<td>2, 6</td>
</tr>
<tr>
<td>5</td>
<td>Explain the psychotherapeutic frame involved in psychoanalytic psychotherapy with children and adolescents, on the one hand, or with adults on the other</td>
<td>4, 7</td>
</tr>
<tr>
<td>6</td>
<td>Articulate how psychoanalytic theory may be applied to an understanding of psychoanalytic clinical practice</td>
<td>4, 7</td>
</tr>
<tr>
<td>7</td>
<td>Explain the ethical framework in which psychoanalytic psychotherapy is conducted and make decisions around ethical dilemmas in this work that draws on the code of ethics of the Irish Forum for Psychoanalytic Psychotherapy and the Irish Forum for Child and Adolescent Psychoanalytic Psychotherapy</td>
<td>7</td>
</tr>
<tr>
<td>8</td>
<td>Evaluate the emotional world of the infant and of the nature of the relationship between baby and their interpersonal world</td>
<td>2, 5</td>
</tr>
<tr>
<td>9</td>
<td>Begin to Work under supervision with clients in clinical situations to enable them to qualify as practitioners</td>
<td>7</td>
</tr>
</tbody>
</table>
10  Conduct psychoanalytic research, drawing on and using appropriate sources and making arguments based on psychoanalytic thinking and developing clinical experience  

11  Communicate effectively in oral and written modes in professional and academic settings regarding psychoanalytic models of psychological life

Course Modules

The course will consist of the following modules (with their associated ECTS):

Year One Modules

For modules 1, 3 and 4, all students from Strands I and II

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title with ECTS</th>
<th>Strand I</th>
<th>Strand II</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR8011</td>
<td>Theoretical Frameworks I (10 ECTS) (Compulsory)</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>PR7005</td>
<td>Infant Observation I (10 ECTS) (Compulsory)</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>PR8010</td>
<td>Infant, Child &amp; Adolescent and Adult Development (10 ECTS) (Compulsory)</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>PR8001</td>
<td>Clinical Concepts (5 ECTS) (Compulsory)</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>
## Year Two Modules

<table>
<thead>
<tr>
<th>Module No.</th>
<th>Module Title with ECTS</th>
<th>Strand I</th>
<th>Strand II</th>
</tr>
</thead>
<tbody>
<tr>
<td>PR8012</td>
<td>Infant Observation II (10 ECTS) (Compulsory)</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>PR8013</td>
<td>Theoretical Frameworks II (10 ECTS) (Compulsory)</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>PR8014</td>
<td>Clinical Practice (5 ECTS) (Compulsory)</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>PR8100</td>
<td>Research (30 ECTS) (Compulsory)</td>
<td>YES</td>
<td>YES</td>
</tr>
</tbody>
</table>

## Assessment and Progression

Each of the modules on the course is assessed through essay and the research module is assessed based on a dissertation. The student’s progress to the second year of the course is conditional on passing all modules completed in the first year of the course. Progression into the second year of the course is decided on at the meeting of the court of examiners at the end of first year, where student assessments are considered with the course’s external examiner. Students who fail one or more first year modules will be given an opportunity to re-submit an assessment to determine their learning from that module during the summer of the year concerned. A failure in this second submission would normally lead to the failure of this module.

A 50% pass mark is required for each of the summative assessments, and for the dissertation. In cases where students fail to achieve a pass grade in a written assignment, a resubmission will be permitted with a deadline for resubmission of two weeks from the publication of the initial results. Only one resubmission will be allowed for any one assessment. Failure on the second attempt will result in failure of the relevant module. The student must pass each module to pass the course and to be eligible to be awarded the MSc in Psychoanalytic Psychotherapy. The Postgraduate Diploma in Psychoanalytic Psychotherapy will be offered where students have completed all modules successfully, apart from the dissertation. All results are provisional until ratified by the Court of Examiners Meeting.

Failure in a module: Students are required to pass each of the assessments of a module in order to pass the module concerned. In a circumstance where a student fails a module (following the failure of the resubmitted
assessment), due to the structure of the course and the inter-linking modules (with the modules forming a total package), the course cannot permit the later sitting of a failed module.

The Court of Examiners will meet at the end of Year 1 and Year 2 to moderate examination marks on the taught modules of the course and all the results obtained by the student in years 1 and 2 in order to return end-of-year results to the Student Records Office.

Please note the above relates to progression within the TCD Masters portion of clinical trainings. Successful completion of the M.Sc. does not automatically ensure progression to years 3 & 4 of the clinical training strands. A separate appraisal process is operated by IIPP and IICAPP in relation to progression to further clinical training. It is also not possible to change training strands during the M.Sc. or after it, and it is not possible to commence study as an M.Sc. only student and apply to a clinical training for year 3.

Students who pass all compulsory modules but do not progress to, or fail, the dissertation will be considered for an exit award of Postgraduate Diploma. Students who have achieved an average of at least 70% of the available marks in all taught modules passed will be eligible for consideration for the award of Postgraduate Diploma with Distinction. Postgraduate Diploma with Distinction cannot be awarded if a candidate has failed any module during the period of study. A Masters dissertation will be submitted and examined in line with the General Regulations for Taught Graduate Courses stated in Part B (Section 3) of the College Calendar Part 2 for Graduate Studies and Higher Degrees for a given year. The award of a Masters with Distinction shall require the achievement of a distinction for the dissertation, and an aggregate of at least 70% of the available marks in all theory modules. A distinction cannot be awarded if a candidate has failed any module during the period of study.

With the exception of Infant observations papers, and the research dissertation, all academic assessments will be due the Friday following the last Friday of academic term. As this is a masters programme and the majority of our students are working professionals, experience has taught us that it is more helpful for students to manage their own time in relation to assignment submission. Also, given the delivery schedule of the M.Sc. it is not always possible to distribute the weighting of assessment equally across the academic terms. Students are requested to plan carefully time allocated to completing assignments and the timely submission of same.

**Personal Therapy**

Personal therapy is a mandatory requirement of the course. Students registered on clinical training strands must comply with their respective institute’s training requirements in relation to duration and frequency of therapy in training. “M.Sc. only” students are required to attend personal therapy for a minimum of once a week for the duration of the M.Sc., however we strongly recommend that all students attend twice weekly, if possible, and to continue beyond the completion of the M.Sc., and their respective institute’s requirements, to a natural end of the therapy, where practicable. Duration of therapy should not be viewed as a requirement to be completed, but instead – in line with best psychoanalytic practice – therapy should be understood as an organic process that reaches its own conclusion naturally. A list of approved Training Analysts will be circulated prior to commencement of the M.Sc. Please note personal therapy continues outside of the academic year, and across holidays, with the exception of breaks agreed with training analysts on an individual basis.
Course Modules

All course modules are compulsory. The following table details the course modules with the associated ECTS credits, and the mode(s) of assessment employed.

MODULE DESCRIPTIONS

MODULE 1

Theoretical Frameworks I: Foundations of Psychoanalysis (PR8011)

Credits: 10 ECTS

Module Coordinator: Paul Moore

Lecturers: Paul Moore, Jennifer Griffin, John Foden, Mary Stott, Noreen Bracken

Rationale & Overview: This module introduces students to the psychoanalytic theories of Sigmund Freud, Melanie Klein, Wilfred Bion and Donald Winnicott. Firstly, students examine Freud’s foundational concepts in psychoanalytic theory such as primary narcissism, castration anxiety, repression, that are important within theory and practice within this broad field. In particular, attention is paid to the central idea of the unconscious, its source in mental life and its expression in dreams, symptoms and parapraxes. Then students are introduced to Melanie Klein’s and Wilfred Bion’s important contributions to psychoanalytic theory and practice. Starting with brief biographical details, the theorists are situated in the historical, cultural and intellectual context of their time. Their most crucial ideas and concepts are presented and illustrated with material from as well as from the lecturer’s own clinical experience. Concepts covered include: Unconscious Phantasy; The Paranoid-Schizoid Position, with the dominant anxieties and defences; Envy; The Depressive Position; Manic Defences; Reparation; The Oedipus Concept, container/contained, alpha and beta function. Finally, students will explore the conceptual and biographical details of Winnicott and come to understand the link between them. As this input takes the form of formal lecture and seminar, lecturers welcome and encourage questions and discussion. We encourage all to engage with this. In particular, we ask students to carefully read the essential readings and be prepared with a couple of ideas in advance of the class. These may be reflections on a particular content in the paper or be a question to clarify a particular concept. Students may have material from their own clinical or work experience which connects in with those from the paper and this may be brought to seminars.

Objectives: The objectives for the student are to:-

1. navigate through Freud’s work and to develop an increased ease with accessing his ideas through his works;

2. become conversant with the life, concepts and literature of Melanie Klein and Wilfred Bion.

3. have a basic familiarity with Winnicott, the man, his thinking and literature sufficient to be able to pursue further study on the topic independently.

Learning Outcomes: On successful completion of this module, students should be able to:-
1. identify and critically examine Freud’s overall contribution to the field of psychoanalysis, particularly in relation to the unconscious and its relationship to consciousness through the topographical and structural models;

2. describe the development of Freud’s ideas around the Oedipus complex in its initial form and in its continued working-through in adolescence and adulthood, considering the various critiques and reformulations that have been presented since his contribution to this field;

3. explain Freud’s understanding of the meaning of symptoms in relation to the processes of defence;

4. describe Freud’s approach to the meaning of dreams and his technique for their interpretation, considering this in the light of other approaches to dreaming and the use of dream in psychotherapeutic work;

5. explain and critically examine the most important Kleinian and Bionian concepts;

6. locate Klein’s, Winnicott’s, and Bion’s ideas in relation to Freudian theory, identifying the tensions between these frameworks;

7. explain and critically examine the main concepts which Winnicott has contributed to psychoanalytic metapsychology and to psychoanalytic theory of technique.

Recommended Reading


Suggested Additional Reading


Assessment: Students will be assessed by the following:

A. 2,000 Word Essay one submitted at the end of Michaelmas term to assess the content of the first half of the module that relates primarily to Freud’s psychoanalytic theory (50%)

B. 2,000 Word Essay one submitted at the end of Hilary term to assess the content of the first half of the module relating to central ideas in the work of, Klein and Winnicott. (50%)

Content: The module consists of the following:

1. An account of Freud’s life and the influences that came to bear on his psychoanalytic writings
2. An examination of Freud’s topographical and structural models of the psyche
3. An examination of Freud’s understanding of the development of symptoms and of the role of defences in this
4. An exploration of Melanie Klein’s life and the influence this had on the development of her ideas around the child’s internal world

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5. An examination of Klein’s description of the development of the internal world, with particular reference to her conceptualisation of the paranoid-schizoid and depressive positions

6. An account of Winnicott’s life and consideration of its impact on his ideas

7. An examination of Winnicott’s account of the development of baby within the early facilitating environment and of the key role of the relationship between mother and baby in the development of mental health.

8. Assessment: The assessments for this module are as follows:-

   Module 1: Theoretical Frameworks I: Foundations of Psychoanalysis
   Module Coordinator: Paul Moore
   2,000 Word Essay submitted at the end of Michaelmas term and Hilary term to assess the content of the first half of the module that relates primarily to the psychoanalytic theories of Freud (Michaelmas term), Klein, Bion, and Winnicott (Hilary term). (Weighting: 50% each)

   We ask students to write an essay, drawing on primary and secondary sources, which both presents the ideas concerned and looks to these with an element of critical scrutiny/commentary. This is a challenge within 2000 words, the task of compression being a part of the assessment here.

MODULE 2: INFANT OBSERVATION I (PR7005)

Credits: 10 ECTS

Module Coordinator: Julie-Ann Lyons

Seminar Leaders: Julie-Ann Lyons

Rationale & Overview: Students are required to observe an infant in the infant’s home, in interaction with family members, from birth onwards. Each observation is for one hour each week until the completion of the Msc except for unavoidable reasons and brief holiday breaks. Students arrange their own observations, with advice from Seminar leaders. Detailed notes of the observation are to be written from memory as soon as possible after the observation has taken place. These notes are presented in seminars whose aims are:-

1. to give students the opportunity to establish the boundaries of the observer role and to develop insights into how their own internal worlds or unconscious processes come to life in this activity;

2. to train students to become disciplined observers, able to write comprehensive notes every week, and to be able to reflect on their own experience of the task, and of the personal impact of paying close attention to the baby and her experience;
3. to explore possible conscious and unconscious processes underlying the events and behaviour and aspects of the infant's early relationships seen or experienced during observations;

4. to study the growth of mind and personality from a psychoanalytic perspective and with reference to relevant psychoanalytic literature and child development research, where appropriate;

5. to promote awareness in the students of a range of children's experiences in their families through familiarity with the varied observational settings presented in the seminar; and

6. to promote awareness of, and sensitivity to the varied ethnic, cultural and socio-economic backgrounds of the observed infant and family.

Objectives: The objectives for the student are:-

1. to understand of the complexity of the role of observer and of remaining in role;

2. to prepare for, participate in and contribute fully to seminar presentations and discussions of observations;

3. to produce a portfolio of three examples of observations; and

4. to write an infant observation paper.

Learning Outcomes: On successful completion of this module, students should be able to:-

1. describe in detail what has occurred during the observation hour, in the relationship between mother and baby (and others who may be present);

2. demonstrate a capacity to note detail and to demonstrate a deepening awareness of what is happening through the observation;

3. demonstrate an understanding of the capacity to manage the observer’s role.

4. Explore the early infantile emotional world through observation and its link to unconscious phantasy, formation of defences, object relations, etc.

Required Reading


Suggested Reading


International Journal of Infant Observation and Its Applications. Published By: Routledge Frequency: 3 issues per year, print ISSN: 1369-8036, Online ISSN: 1745-8943

Assessment: Assessments for this module are as follows:-

A. 3,000 Word Essay submitted at the end of Hilary Term (60%).

B. Continuous assessment of contributions made to small group infant observation seminars (40%)

Content: The module consists of the following:

o Observation of a baby for one hour weekly for the first year of the infant’s life (and over the course of the first year of the course), with these observations continuing out of term as well as within term;

o Weekly small-group seminar where students present observations which are discussed within the group and facilitated by the seminar leader;

o Discussion of some relevant theory regarding the emotional development of the baby as material arises in this work.
MODULE 3

Human Development (PR8010)

Credits: 10 ECTS

Module Coordinators: Noreen Bracken & Mary Stott

Lecturers: Patricia O’Connell, Sharon Oughton, Paul Moore, Julie Ann Lyons, Aoife Twohig, Dr. Julie A. Kelly

Rationale & Overview: This module complements the Infant Observation seminars by giving students an insight into child development and also working clinically with young adults and adults, where students will encounter psychodynamic configurations which arise due to the developmental processes their clients have experienced.

Objectives: Students will examine in detail the psychological development of the infant and the growth and importance of attachment, with particular reference to the work of John Bowlby. Aspects of emotional, social and interpersonal development through each of the stages of childhood will be examined. The period of adolescence is considered and its connection to young adulthood is examined through the ideas and thoughts from the various theorists from Freud, Stokes, Winnicott and Blos to the writings of Szur, Hindle and Vacagio-Smith, among others. Students will explore thinking around these developmental tasks facing adolescents. This module concludes with an exploration of developments that take place over the course of adulthood and the level of connection between the different stages of human development, linking infancy, childhood, adolescence and adulthood.

Learning Outcomes: On successful completion of this module, students should be able to:-

1. describe the developmental tasks and stages of childhood, identifying the level of variance that takes place in this;

2. recognise and apply attachment theory in the context of a child’s development;

3. describe the developmental tasks and stages of adolescence, including the different perspectives on this that arise within and outside of psychoanalysis;

4. identify the clinical dilemmas that may arise in the work and the processes of finding solutions to these;

5. identify and discuss the issues that arise in development through the various phases of adulthood.

Required Reading


Suggested Reading


Assessment: Students will be assessed by the following:

A. 2,000 Word Essay relating to the content of the first half of the module (Infant and Child Development) (50%)

B. TBC (50%)

Content: The module examines the following:

1. The emotional, cognitive, social and interpersonal development of the infant as construed through various psychoanalytic lenses;

2. The nature of the relationship between mother and baby, with particular reference to the quality of attachment relationships and the contribution of mother and baby to this (including the ideas of Bowlby, Ainsworth and Fonagy);

3. The various developments that take place over childhood between infancy and adolescence, including the child’s negotiation of three-person relationships, the development of relationship with peers, the challenges of school and the child’s handling of his internal world;

4. Theories of adult development, including the contributions of Erik Erikson and others that view significant and substantial developments in the psychological life of the person appearing or emerging within adulthood.
MODULE 4

Clinical Concepts (PR8001)
Credits: 5 ECTS

Module Coordinator: Roisin O’Boyle

Lecturers: Roisin O’Boyle, Mary Stott, Sean McCarthy

Rationale & Overview: There is a great deal of psychoanalytic theory but only a small number of working concepts used in clinical work. There are many successful strategies which utilise these ideas such as identification, Oedipus complex and transference. This module is designed to introduce students to the basic clinical concepts of psychoanalysis. With the help of useful pre-described readings, students are encouraged to think about and discuss these important concepts in order to gain a better understanding of them. Finally, students explore the basic concepts of dreams and their role and importance in the psychoanalytic process. Throughout this module, clinical concepts are explored in relation to the various theoretical approaches within psychoanalysis – including those of Freud, Klein, Fairbairn, Winnicott and Bion.

The ethical and legal guidelines when working with clients are discussed. Then, as students begin working with clients, their concerns and anxieties around the theories in practice may obscure the problems with which the client presents. These issues in practice are explored and discussed.

Objectives: The objectives for the students are to:-

1. introduce the clinical concepts used in the actual practice of psychoanalysis. These include primary and secondary identification, the Oedipus complex and its variations, transference and countertransference as well as the strategies of interpretation, the conscious and the unconscious mind, free association, the use of the couch in practice, interpretation, unconscious to unconscious communication, projection, projective identification, holding, containing, transference, countertransference, therapeutic alliance, therapeutic relationship;

2. offer students the opportunity to digest the meaning of the basic clinical concepts;

3. prepare students for the later application of such concepts in their trainee clinical practices;

4. promote thought and discussion in order that there is an experiential opportunity to think about these important basic clinical concepts in a meaningful way;

5. fully contribute to seminar discussions by offering discussion points, observations and questions showing their grasp of the differences between Freud’s drive theory and object relations theory;

6. become familiar with developments in clinical concepts within object relations theory;

7. understand the importance of dreams in the analytic session;

8. use the associations arising from dreams;

9. link dreams to the patient’s internal world, their relationship to the external world and core conflicts;

10. examine ethical and legal issues within the psychoanalytic setting in relation to Boundaries (social, physical, sexual and psychological), self-disclosure, transference, countertransference, Expectations, Values of the therapist; and
11. examine ethical and legal issues with reference to third parties outside the psychoanalytic setting such as, confidentiality, assessment of risk, sexual abuse, homicidal intent, suicidal intent, mandatory reporting, conflicts of interest.

Learning Outcomes: On successful completion of this module, students should be able to:

1. identify the responsibilities attached to the role of psychoanalytic psychotherapist, both clinically and ethically, in relation to the social, physical, sexual and psychological boundaries of the clinical setting with its need for a suitable environment;

2. describe ways of gaining access to the client’s social and environmental history and their inner world to determine if they are prepared for this therapy and/or the therapy is suitable for them, being aware also of the healthy resources of the client;

3. differentiate between drive theorists and object relations theorists within psycho-analysis and the implications of these theoretical models for clinical practice;

4. describe and analyse clinical concepts, especially transference, countertransference and resistance, with a critical approach to the limits of these concepts;

5. recognise the importance of reverie to the understanding and interpretation of a dream and the patient’s associations relating them to their core conflicts;

6. explain confidentiality and assessment of risk, sexual abuse, homicidal/suicidal intent, mandatory reporting and conflicts of interest.

Required Reading:-


Suggested Additional Reading


Module Assessment

2,000 Word Essay submitted at the end of Hilary Term.

Content
The module consists of the following:

- A detailed examination of central psychoanalytical clinical concepts as these illuminate our understanding of the psychoanalytic relationship, emergent material and the psychoanalytic psychotherapist’s handling of this material;
- A close scrutiny of the nature of the psychoanalytic relationship and, in particular, the processes of transference and countertransference;
- An examination of the ethical issues that arise in clinical psychoanalytic work, including those relating to confidentiality, the significance of continuing professional development, the use of supervision and personal therapy and the handling of specific kinds of ethical dilemmas within this work;
- The use of dreams, fantasies, art and other symbolic material in clinical psychoanalytic work.
Year 2

2020 - 2021

Module Descriptions, Timetables and Important Dates List

YEAR 2 MODULES

YEAR TWO

Module 5: Infant Observation (10 ECTS)
Module 6: Theoretical Framework II (10 ECTS)
Module 7: Clinical Practice (5 ECTS)
Module 8: Research (30 ECTS)
MODULE FIVE

Infant Observation II (PR8012)

Credits: 10 ECTS

Module Coordinator: Julie-Ann Lyons

Infant Observation Tutors: Julie-Ann Lyons & Helen Hedigan

Rationale and Overview: Students are required to observe an infant in the infant’s home, in interaction with family members, from birth onwards. Each observation is for one hour each week until the end of the second year except for unavoidable reasons and brief holiday breaks. Students arrange their own observations, with advice from Seminar leaders. Detailed notes of the observation are to be written from memory as soon as possible after the observation has taken place.

These notes are presented in seminars whose aims are:

1. to give students the opportunity to establish the boundaries of the observational role, including their place in it;
2. to train students to become disciplined observers, able to write good notes every week, and to be able to reflect on their own experience of the task, and of the personal impact of paying close attention to the baby and her experience;
3. to explore possible conscious and unconscious meanings of the events and behaviour and aspects of the infant's early relationships;
4. to study the growth of mind and personality, from a psycho-analytic perspective and with reference to relevant psycho-analytic literature and child development research where appropriate;
5. to promote awareness in the students of a range of children's experiences in their families through familiarity with the varied observational settings presented in the seminar;
6. to promote awareness of, and sensitivity to the varied ethnic, cultural and socio-economic backgrounds of the observed infant and family.

Objectives

The objectives for the student are:

1. to understand of the complexity of the role of observer and of remaining in role;
2. to prepare for, participate in and contribute fully to seminar presentations and discussions of observations;
3. to produce a portfolio of three examples of observations;
4. to write an infant observation paper.

Learning Outcomes
On successful completion of this module, students should be able to:

1. describe in detail what has occurred during the observation hour, in the relationship between mother and baby (and others who may be present);

2. outline the changes that take place within the functioning of the family over the course of the first two years of the child’s life;

3. demonstrate a capacity to note detail and to demonstrate a deepening awareness of what is happening through the observation, with a capacity to evaluate the subjective components here;

4. demonstrate an understanding the capacity to manage the observer’s role.

Required Reading


Suggested Reading


Students are also encouraged to consult the International Journal of Infant Observation and Its Applications, where new and emerging ideas and observations in this field are published.

Assessment: Students will be assessed by the following:

A. 5,000 Word Essay (60%)

B. Continuous assessment of contributions made to small group infant observation seminars (40%)

Content: The module consists of the following:

- The close observation of a baby in his/her home environment for one hour weekly for the second year of his/her life
- Weekly group seminar presenting observation.
MODULE SIX

Theoretical Frameworks II - Developments in Psychoanalytic Theory (PR8013)
Credits: 10 ECTS

Module Coordinator: Paul Moore

Lecturers: Paul Moore, Jennifer Griffin, John Foden, Roisin O’Boyle

Rationale & Overview: This module is designed to help students to build on their understanding of Freud’s and Klein’s work, with the work of post-Kleinian thinkers, particularly expanding on study of the theories of Wilfred Bion from year 1. Students are introduced to Bion’s most important ideas, and his contribution to psycho-analytic theory and practice. Theoretical contributions are introduced, explained and illustrated with material from theorist’s life, the clinical literature, and the lecturers’ professional experience. Finally, students explore in greater depth, the clinical application of Kleinian and post-Kleinian theories, as well as the developments in theory and practice by post-Kleinian thinkers, such as Hanna Segal, Money-Kyrle, Donald Meltzer, Betty Joseph, Elizabeth Spillius, Ruth Reisenberg-Malcolm, Edna O’Shaughnessy, Ronald Britton and others.

Objectives: The objectives for the student are to:-

- Develop a stronger understanding of some of Freud’s central ideas and the complexity of his thinking around the relationship between consciousness and the unconscious;
- Explore Bion’s concepts such as the container-contained, theory of thinking and attacks on linking;
- Examine the concepts developed by the post-Kleinian psychoanalysts.

Learning Outcomes: On successful completion of this module, students should be able to:-

- Summarise and provide critical appraisals of the central concepts contained in selected key papers from Freud’s collected works;
- Outline Freud’s ideas regarding the repetition compulsion as Freud framed it in ‘Remembering, repeating and working through’ and consider how this is evidenced in clinical practice;
- Discuss the tension between life and death instincts as this was construed by Freud, as well as contemporary critiques of his ideas in this area;
- Discuss Freud’s ideas around the normal process of mourning, the depressive process, the meaning of mania and the nature of suicidal states of mind as framed by Freud in ‘Mourning and melancholia’;
- Locate Bion’s ideas in the context of the body of psycho-analytic theory, particularly the work of Freud and Klein;
- Apply Bion’s ideas in the discussion, understanding, and developing appropriate technique in clinical practice with training cases;
Describe Klein’s contributions to psychoanalytic theory with clinical practice, particularly in relation to early object relations, the early stages of the Oedipus complex, projective identification and countertransference;

Demonstrate an awareness of developments in Kleinian theory and practice, with reference to the thinking of Joseph, Britton, Meltzer, et al.

Required Reading: The following are required readings for this module:


Suggested Reading


Assessment: Students will be assessed by the following:

A. 2,000 Word Essay submitted at the end of Michelmas term to assess the content of the first half of the module (50%).

B. 2,000 Word Essay submitted at the end of Hilary term to assess the content of the second half of the module (50%).

Content: The module consists of the following:

- An exploration of Kleinian clinical concepts, developing on concepts explored in Theoretical Frameworks I;
- Post-Kleinian psychoanalytical theoretical and clinical developments, with an emphasis on the work of Hanna Sega, Ronald Britton and Betty Joseph;
- Wilfred Bion’s contribution to psychoanalytic theory and practice, including his developments on Kleinian theory and his independent position;
- A study of a number of thinkers within the Independent Tradition in British Psychoanalysis, including the work of Michael Balint, Patrick Casement and Christopher Bollas;
- Freud’s development of ideas of the unconscious through his case histories, with contemporary commentary;
- The exploration of contemporary psychoanalytic developments, including the ideas of Otto Kernberg.
MODULE SEVEN:
Clinical Practice (PR8014)
Credits: 5 ECTS
Module Coordinators: Roisin O’Boyle, Julie-Ann Lyons
Lecturers: Various

Rationale & Overview: This module examines many aspects of psychoanalytic technique, providing students with a context in which to consider and develop an understanding of clinical psychoanalytic practice. As they have studied the theoretical foundations for clinical practice it is also very helpful to experience the concepts in action either through reading clinical papers and/or experiencing the psychodynamic processes that may arise by working in groups. Papers are studied in seminars to show different techniques and issues which may emerge in this work. These group seminars are flexible and may be used also to discuss issues which arise in the student’s work.

Objectives: The objectives are to help students as they start their clinical practice. Papers are studied in seminars to show different techniques and issues which may emerge. These seminars are flexible and may be used also to discuss issues which arise in students’ work. Those issues such as transference, countertransference and resistance, are looked at in detail as appropriate to the needs of the group. As dreams form part of the material when working with clients, students examine the basic concepts of condensation, displacement, repression. These ideas, together with the technique of free association, will enable the student to access information about the patient’s life and in particular what is contained in their dreams.

Learning Outcomes: On successful completion of this module, students should be able to:-

1. outline some of the technical issues which can arise in the psychoanalytic session with children, adolescents and adults;
2. recognise the importance of establishing and maintaining boundaries in order to facilitate unconscious processes, and relate this to contemporary debates across psychoanalytic and non-psychoanalytic schools of thought and clinical practice;
3. outline the formulation of interpretations based on the transference for children, adolescents and adults and the various possibilities here connected to the different psychoanalytic models;
4. describe and debate the potential usefulness of countertransference as a psychoanalytic tool;
5. identify and interpret resistance and other defences as they arise within the session;
6. assess clinical strategies as they begin their practice;
7. interpret some simple dreams and the process and content of play, relating them to the patient’s life circumstances; and
8. propose suggestions for the analysis of more complicated symbolic material.

Required Reading


Suggested Additional Reading


Assessment

Students will be assessed by a 2,000 Word Essay submitted at the end of Hilary Term.

Content

The module consists of twenty-two one-hour seminars in which students analyse clinical case papers which they receive in advance. Students discuss, led by a group facilitator, the psychoanalytic issues that arise within the clinical material.

Recommended Reading (Child and Adolescent Strand)


Others of interest are:


Module 8: Research (Dissertation) (PR8100)
Module Coordinators: Aoife Twohig (C&A) and Paul Moore (Adult)

Credits: 30 ECTS
Lecturers: Various

Rationale & Overview: Students complete a minor dissertation on the course of approximately 12,000 to 15,000 words. While most of this is completed during the second year, students are introduced to the conduct of research in the field of psychoanalysis and to the formal demands of writing at this standard in the first year. Research seminars are provided to orient students to the overall process of conducting research in this field, including the accessing of resources, the analysis of texts and the writing and organisation of a written piece of academic work at this level. It is generally expected that students will select a dissertation topic in first year and contact a supervisor with sufficient knowledge and experience of that area in order to provide supervision around this. A list of available supervisors and their areas of interest are distributed to students in the middle of the first year. It is the responsibility of the student to make contact with a supervisor and to make arrangements around the location, duration and other details of this relationship in consultation with the supervisor. Students meet with their supervisor three to five times during the course of planning and writing the thesis, but more in some instances where the student requires further assistance or where the subject matter is of a nature that demands a higher level of supervision. Students are expected to be largely self-directed in this activity. The dissertations are internally as well as externally examined by an internal examiner and an external examiner according to the college’s guidelines.

As this is an individual piece of work, we urge students to be proactive in seeking advice around this component.

Objectives

The main objectives of this module are as follows:-

1. To provide students with an understanding of how a thesis is written;
2. To provide students with research skills to help them to access and critically appraise materials; and
3. To help students to develop a confidence in going about research in the area of psychoanalytic psychotherapy.

Learning Outcomes: On successful completion of this module, students should be able to:-

1. Develop and refine a proposal for psychoanalytic inquiry that is viable and that may contribute to the body of psychoanalytic understanding;
2. Critically evaluate psychoanalytic ideas in the particular area of inquiry to a high standard with reference to specific theories and psychoanalytic models;
3. Closely analyse psychoanalytic material and extract particular details that are relevant to their investigations;
4. Identify and draw on primary and secondary sources in the field of psychoanalysis in order to develop a comprehensive picture of the classical and contemporary contributions to that particular area of inquiry;
5. Critically appraise psychoanalytic ideas and locate theorists and theories in relation to one another;
6. Contribute to debates in the field of psychoanalysis and in the wider fields of psychology, mental health, among others, where alternative perspectives exist on the same subject.

Assessment

The dissertations are examined in line with the requirements as specified in the College Calendar. The provisional date of submission of the completed dissertation is June 18, 2021. Two soft bound copies should be submitted, as well as an electronic copy.

Dissertation, assessed according to the College’s criteria and involving independent assessments of an internal and an external examiner (100%)

A detailed Dissertation Pack will be circulated prior to module commencement.

Submitted, June 2021.

Grades: Pass with Distinction, Pass, Fail.

As with all Masters course in College, there is currently no Viva for this dissertation. The dissertation is assessed by an internal examiner (other than the dissertation supervisor) and the external examiner.

**Group Process**

Facilitator: Mr. Noel Keane

In addition to module seminars and teaching group process is a requirement of the course. Group process takes place every Tuesday evening during term time from 8.10 to 9.30pm. Students are requested to be in attendance at 8.10 promptly. An orientation to group process is provided in Year 1 during the first teaching block in September. Group process is considered an integral part of professional development as a psychoanalytic psychotherapist.
PRACTICAL CONSIDERATIONS
This section introduces you to certain practical matters relating to your involvement with the MSc in Psychoanalytic Psychotherapy.

Attendance
Per professional bodies’ accreditation requirements, you are required to attend all seminars. If you are unable to attend a class, you should contact our Course Administrator by email in relation to this as soon as you become aware that you will not be able to attend. It is appreciated that circumstances arise occasionally (due to illness or other pressing matters), which means that you may be unable to attend. On occasion, you may be required to submit medical certs and other documentation to provide support in relation to your absence. The Course maintains records of students’ attendance for inspection purposes by accrediting organisations. A student’s attendance record may also be the subject of discussion at M.Sc. Committee meetings and/or Court of Examiner meetings. Attendance Record sheets are used across the two years of teaching to demonstrate satisfactory attendance.

Participation in Seminars
As the course is mainly delivered through seminars in the context of small group teaching, and involving a relatively small level of didactic teaching, we ask all students to be prepared to participate in classroom discussions. Most of these discussions will be related to material you have read prior to class and it is a good idea to identify a number of issues you wish to comment on, material you wish to clarify or points of linkage between ideas in the reading material and other material with which you are already familiar. Please note that discussion points here do not necessarily relate to involved matters and may be concerned with clarifying certain ideas. Your contributions in classes are not formally assessed.

Required Reading
You will notice that many of the classes on the course have connected readings. We ask that you read this material in advance of the class concerned. It is a good idea to allow yourself time to read a paper a number of times in order that you can develop a clearer idea of its contents and so that you will be prepared to discuss it.

Procedure for submitting work and receiving feedback
Your work must be submitted through the Assignment Portal on Blackboard, which will be made available to you in advance of the submission date. It is also your responsibility to keep a copy of all coursework submitted for assessment.

Late Submission of Assignments
Students may make a case for deferred submission of work ahead of a deadline only. In a case where illness prevents timely submission, an acceptable medical certificate must be submitted to cover the period subsequent to the deadline.

Should you require an extension of submission deadline for a piece of coursework, you must first seek permission for this. An email outlining the reason for the extension should be sent to the Course Administrator, who will communicate with relevant Course teaching staff around this. If the reason for the extension is illness, a medical certificate must be submitted on or before the agreed extension deadline.
Marking of Assignments

The overall grades awarded for each assignment on the M.Sc. in Psychoanalytic Psychotherapy are as follows. It should be noted that these grades are awarded in relation to the guidelines as set out below rather than in relation to the performance of other members of the class. This means that awards of different kinds are not limited in number.

A distinction, a mark of 70% and above, reflects an overall standard of ‘Excellent’ in a particular submitted piece of work. For a student to attain this standard, he/she must demonstrate a broad understanding of the material, a strong capacity to relate this material and the critical skills to review material and to provide alternative perspectives on it. With this in mind, a distinction will normally be awarded for an assignment when it meets all three of the following criteria:

1. Very well structured: with a very clear sequence and logic within the presentation of material; sufficient summary at the outset; internally coherent main body of the assignment; a conclusion that brings together material in a coherent manner; the presentation of a suitably-formatted references/bibliography.
2. Very well-written: with a demonstrated ability to write about psychoanalytic ideas in a way that communicates clearly to a reader about their meaning, with very few, if any, typographical errors.
3. Good processing of material/ critique: with evidence of a mastery of material and an ability to deal with it flexibly, while being able to see its strengths and weaknesses. These criteria should also be considered in light of the fact that this is a Masters course. A distinction here therefore reflects a well above average performance for a student at this level. In some instances, where a piece of work is of such strength in two of these three areas, a grade of distinction will be considered. In these instances, the standard of work should be of a level that would merit particular note. While an internal examiner may recommend a distinction for a piece of work, this remains provisional until the External Examiner reviews work and confirms or questions this. While in most instances where it is awarded, a distinction is upheld by the External Examiner, this is not always the case. A resubmitted assignment cannot achieve a grade of Distinction.

The grade of ‘pass’, a mark falling between 50% and 69%, is given to a piece of work if it responds adequately to the question as set and if the overall content, structure and level of critical appraisal is sufficient to allow a reader to learn about the subject matter. For an assignment to be awarded a pass mark, it must address most of the central points relevant to the area covered, demonstrating an understanding of the ideas. Material should be appropriately cited and there should be due acknowledgement of the sources of ideas in all instances.

A grade of ‘fail’, a mark below 50%, is given when a piece of work does not meet the minimum standard for work on a Masters programme. The grade of fail is given also when a piece of work is written in a loose and unstructured manner, is written with little reference to the assignment question or presents material in a way that suggests that the student does not have an understanding of the material concerned. It is applied where the student has not adequately acknowledged sources, including material without proper reference to the original author of this work (plagiarism). Following submission, if a piece of work fails at the first attempt, the student is provided with an opportunity to resubmit the assignment within two weeks of receiving the feedback. Should the student fail to reach a pass standard at resubmission, the student has failed this module.

Plagiarism

The course and Department of Psychiatry takes any form of plagiarism very seriously. The attention of students is drawn to the Calendar entry on plagiarism in section G1.66, (page 23/24) and to steps which have been taken to create a more coherent approach to informing and educating students about plagiarism.

In order to support students in understanding what plagiarism is and how they can avoid it, College has created an online central repository to consolidate all information and resources on plagiarism. Through the
provision of a central repository, it is hoped to communicate this information to students in a clear and coherent manner. The central repository is being hosted by the Library and is located at http://tcd-ie.libguides.com/plagiarism. It includes the following:

(i) (ii)
(iii) (iv).
(v) (vi)
The Calendar entry on plagiarism for undergraduate and postgraduate students;
The matrix explaining the different levels of plagiarism outlined in the Calendar entry and the sanctions applied; Information on what plagiarism is and how to avoid it;
‘Ready, Steady, Write’, an online tutorial on plagiarism, which must be completed by all students;
The text of a declaration which must be inserted into all cover sheets accompanying all assessed course work;
Details of software packages that can detect plagiarism.

Please note:
All students will be required to complete the online tutorial ‘Ready, Steady, Write’. Linked to this requirement, we are asking students to ensure that the cover sheets which you must complete when submitting assessed work, contain the following declaration:

I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at: http://www.tcd.ie/calendar

I have also completed the Online Tutorial on avoiding plagiarism ‘Ready, Steady, Write’, located at http://tcd-ie.libguides.com/plagiarism/ready-steady-write

*Plagiarism note: Students at postgraduate level are assumed by College to be reasonably familiar with rules in respect of plagiarism, therefore any plagiarism occurring in the context of any postgraduate work cannot normally be deemed to constitute Level 1 plagiarism. Please refer to the College Calendar for further information
Communications on the Course

This section considers communications between staff and students in relation to the MSc in Psychoanalytic Psychotherapy.

Respectful Communication

In line with the College’s Dignity and Respect Policy it is essential that students show respect in their interaction with all fellow students and staff involved with the course and those working in St Patrick’s Hospital where the course is situated. Any lack of respect noted by staff or reported to course staff will be dealt with seriously in line with College Policy.

In the first instance the course director will communicate to the student (s) their responsibility to behave in a respectful manner at all times.

If there are further lapses the student will be asked to meet with the Course Director and/or Head of Department to discuss their conduct.

The text of the full Dignity and Respect Policy may be accessed at https://www.tcd.ie/equality/policy/dignity-respect-policy/

In the Classroom:

Please be mindful when participating in class discussions that the time is to be shared amongst all students and that questions should be relevant to the topic being discussed. All students should have the opportunity to contribute to the discussion. If one or more students is regularly using up the available time in student discussions and this is impacting negatively on class participation as a whole, then this behaviour may be brought to the attention of the student by a lecturer or by one of the course staff.

Professional integrity

Students, as representatives of the School of Medicine, Trinity College Dublin, and their respective training institutes and professional bodies, are expected to maintain the highest standards of professionalism and practice in an ethical manner. As accredited clinicians course staff have a duty of care, and hold professional ethical responsibilities, in regard to the general public and vulnerable persons, as such, if course staff become aware of any lapses of professional standards or unethical conduct, the course reserves the right to report this to the relevant College Officers and/or the student’s professional body. The student will be informed of such action in writing by the Course Director. Please note the M.Sc. in Psychoanalytic Psychotherapy, and the Department of Psychiatry, view their responsibilities in this regard very seriously, and as our course is an entry point to the professional community of psychoanalytic psychotherapists we are committed to upholding the highest standards of ethical practice.

Using Email

All official University and School, correspondence is sent to your TCD email address. It is important that you activate this and use this for all correspondence related to your time on the course. Remember to check your email regularly (daily or more regularly if possible) and use the following guidelines when using email for communicating to help you to get the most out of this valuable tool:-

1. Keep messages brief and to the point. It is important to remember that some people receive hundreds of email messages each week.
2. Make sure the information you seek is not available elsewhere first, for instance, consult the student handbook, the school web-pages, school notice-boards, your classmates.

3. Specify the topic of the email in the “subject” field so that your recipient will know what the email is about.

4. E-mail is an electronic communication between people and should be written in good style, with correct grammar and punctuation. Use the Spell check option.

5. Always include your full name, student number, when communicating with a lecturer, preferably at the end of the message. If you have a question relating to a class, be as specific as you can and include all relevant information to help identify your class and lecturer.

6. As a rule, use the title or form of address that you would use in verbal communication.

7. Allow time for a reply as the recipient may be on leave or engaged in other activities at the time when you send the email.

8. It can also be difficult and very time-consuming to provide detailed or lengthy responses to questions using email. It is probably better to request a meeting to discuss any such involved issues.

9. Please do not send or forward chain email. Be careful how you express yourself using email and always re-read your messages before sending. Please remember that just as with any form of communication the recipient of your message expects your email to be thoughtfully written, clearly focused and respectful.

10. E-mail is not private, even though it is treated confidentially, it is monitored and logged.

Email Attachments

In relation to email attachments, please consult the following: -

1. Title the attachment in such a way that the recipient can identify it easily once it has been downloaded. For instance, include your name, the name of the lecturer, the piece of work, the module title.

2. In the body of your email, tell your recipient the title of the attachment, what type of software was used to create the document, and the year/version of the software. For example: "The attached file is titled ‘libraryopenhours.doc’ and it is in MSWord 2000."

3. Make sure that you do not send very large attachments unless you are sure that your recipient's Internet connection and email client can handle them.

4. Do not send unnecessary attachments. If you have presented all the relevant information in an email message, it is unnecessary to attach a document repeating the same information.

For further information, please consult College policy on email at the following: www.isservices.tcd.ie/email/usage.php

College Guidance on Mobile Phone Use

Mobile phones must always be turned off during all lectures and their use is permitted only in designated areas (see notices around College in relation to this). Please respect the fact that the College is a working environment. The following are the central lines of communication between staff and students on the course:

6. For general issues relating to the course, the class rep should make contact with the course administrator in the first instance;

7. For issues related to a specific module and that are the concern of students as a whole or a large proportion of students, the student rep should contact the course administrator who will forward your communication to the module coordinator by email and organise further communication around this if this does not suffice.
8. If an individual student has a query concerning the content or assessment of a particular module, he/she should contact the course administrator by email with the query.

Due to the nature of the infant observation module, additional lines of communication are in position. These are as follows:

- Students are responsible for completing and submitting Garda Clearance forms to College in a prompt manner.
- The Infant Observation Module Coordinator, with the assistance of the Course Administrator, is responsible for contacting the relevant College personnel around the Garda Clearance procedure.
- The Infant Observation Tutor is responsible for responding to general queries around this module and its contents and should be available to students within the infant observation group for infrequent out-of-class contact around certain practical issues between seminars.
- If an Infant Observation Tutor has concerns in relation to a group or any of its members, the first line of communication here will be with the Infant Observation Module Coordinator. Usually, such contact will help to resolve the concerns arising.
- If these concerns are of a nature that requires further attention, concerns are brought to the attention of the Course Director, who may then bring it to the Course Committee for discussion.

**Distribution of Materials for Lectures/Seminars**

- The MSc has adopted Blackboard as a resource and most materials for the course will be made available through this. In some instances, though irregularly, the course administrator will distribute materials to students by email. In general, and unless a difficulty arises for a student with their TCD email account, all emails will be sent to this account. Students are asked to check their emails regularly and to respond in a timely manner to email inquiries. These will concern the following: details of lecture/seminar times and locations; details of assessments for modules; notices of changes to schedules; matters arising in relation to modules;
- All assessments should be in Microsoft Word format, and submitted through Blackboard, instructional videos are available on Blackboard
- Assessment feedback will be given via Gradebook (a Blackboard component) and students are invited to contact the module coordinator concerned to discuss the feedback where specific concerns have arisen and where such contact is requested; should a student require clarification on their feedback, they should make contact with the module coordinator in the first instance by email;
- Assessment feedback will be issued no later than 6 working weeks after the assignment submission date.
- If a student is seeking an extension to a piece of work, he/she should contact the course administrator as soon as it becomes apparent that an extension will be likely required.

The following are our guidelines around communications concerning attendance at lectures and seminars:

- If a student is unable to attend a class due to sickness or another pressing reason, he/she should contact the course administrator. Due to the nature of the Infant Observation module, students should contact their infant observation tutor by phone or email if they are unable to attend a seminar in addition to contacting the Course Administrator. Students should not contact one with the expectation that the other will then be contacted in this instance.
All queries surrounding the personal therapy component of the course should be addressed to the relevant Institute contact person, usually the Institute Administrator. Details concerning the date of commencement of personal therapy and the name of the therapist will be sought by the Institute Administrators and Course Administrator for course records and these details should be returned on the form relating to this. This form will be distributed by email to your College email account early in Michaelmas term.

Communications around Special Needs or Circumstances
The course recognises that some students experience difficulties over the period of the MSc in responding to the material of the course as well due to circumstances around them and we are keen to respond to the individual circumstances with care and that we make allowances for students when their circumstances are such that they are delayed in their work. If a student is encountering a particular difficulty that they feel affects their participation on the course, they should make contact with the course coordinator in the first instance. Where difficulties of a medium to long-term nature are concerned, the student will be asked to submit documentation concerning this (doctor’s certs, reports, etc.).

Communicating Feedback to the Course on Modules
As well as welcoming ongoing feedback, we encourage students to complete the Course’s Module Feedback Form for each of the modules on the course (See Appendix X). We have made this very simple in order to ensure that we can gather straightforward feedback to help us in developing the course over the years and in modifying individual modules. We also encourage students to provide feedback as a class around modules. Blackboard will also be used as a forum for gathering feedback.

Resources and Supports in College
This section outlines the supports available in College, including those related to academic and personal supports.

Reading Rooms
Reading rooms are located at various points around the campus. More information is available on the library information website.

Photocopying Facilities
The student photocopiers are on the ground floor and outside room 1.19 on the first floor and are operated by a card system. Cards may be purchased from the card dispenser outside the Computer Lab. At €3 (250 units) or €6 (520 units) each. The current charge is 3 units (4 cent) per A4 copy. The cards may also be used to operate the Laser printers in the School’s computer lab. (information correct at time of publication).

College Library Facilities
The main psychoanalytic collection of books and journals is housed in the Berkeley library on the second floor and recent issues of Journals are to be found in the Periodicals Room in the basement of the new Ussher library, where there is also a photocopying facility. Psychoanalytic Books are located at 150.195. Less frequently used materials have to be brought on request from the library depository in Santry, Dublin 9. Because the TCD library is a copyright archive, receiving by law all published materials in the British Isles, borrowing rights are restricted.
Computing Facilities
You are advised to read the Guide to Computing in College, available from the ISS homepage, for information on the many and varied computers available and for access to an e-mail account.

Academic Supports
The College runs workshops and seminars concerning academic work in College. This is particularly important for students who have not completed a postgraduate course in the past and who may require input on the general requirements at this level. Please see the following, offered through the Student Counselling Service. http://www.tcd.ie/Student_Counselling/academic-support/. We strongly encourage you to look to supports around the writing of a dissertation. Though much of this input is oriented toward those doing scientific research (where original studies are conducted), there is much that is of use here around sourcing literature, writing a dissertation and the structuring of it so that it can be brought to a successful conclusion.

Disabilities Office
In addition to the student counselling service, another service is available for students who have a diagnosed disability and who may require accommodations in relation to this. Students who have such disabilities and who wish to inquire into and avail themselves of accommodations should contact the College’s Disabilities Service themselves. The following link should take you to this website: http://www.tcd.ie/disability/

THE COURSE DISSERTATION
The writing of a dissertation is a requirement of all postgraduate courses in College. The overall purpose of the dissertation is to give the student an opportunity to explore a subject in some depth and, from the perspective of the College, to show sufficient ability to present and critically evaluate ideas. It is also to give the student the experience and achievement of a substantial piece of research into a specific area. For some, this also provides a background for future research, and more specifically for doctoral programmes, where the dissertation is the central requirement. We appreciate that the dissertation often becomes a source and focus of anxiety on a course of this kind and we encourage students to engage with this in a careful manner and from early in the course.

Scope and Focus of Dissertation
It is an expectation of the course that dissertations will pursue sufficiently narrow areas as to allow a close scrutiny of material to take place. This means that it would not be adequate to have as a dissertation an overview of how psychoanalysis has dealt with the phenomenon of transference, resistance, interpretation, etc. In this instance, it would be better to steer the student toward a particular psychoanalytic tradition and its treatment of the phenomenon. Similarly, it would not be adequate for a student to look at the overall theory of a particular psychoanalytic theorist and to provide a summary of this.

It is important that the student gains some mastery over the area they are examining and that they move beyond describing what authors have already described toward saying something that is original. Originality here does not imply that the student comes up some a new theory or construct. It means that they bring existing material to a particular subject matter and the originality arises in this. The dissertation should be psychoanalytic in content and tone. With this in mind, it is best that students avoid lengthy historical backgrounds and account as these reduce the scope for an entry into psychoanalytic thinking as such. While some such detail may be necessary in order to provide an adequate context for the dissertation, this should be reserved for a small introductory section.
Some Practical Details

In terms of its focus, the dissertation should be psychoanalytic in content throughout. That is, it should be written using psychoanalytic theory and thinking. You will likely work out with your supervisor how you bring this about. However, there are a number of things to bear in mind here. Firstly, it is important to include a general review of the literature relating to the subject matter of your dissertation. You should provide a general account of the major pertinent literature in that field as well as detail specific perspectives, as well as the convergences and divergences between approaches. Secondly, you may also include a chapter where the clinical or other applied context is considered, though consideration needs to be given here around issues of confidentiality.

Students usually find it useful to include three to five chapters of near equal length, though it is also acceptable to write this as a single paper (without chapters), but including headings and subheadings to guide the reader. The purpose of using a structure is to ensure overall coherence.

The word count is 14,000 to 16,000 words, with 10% discretion upwards.

Dissertation Supervision

While the dissertation should be exclusively the student’s own work, supervision is supplied by members of the teaching staff of the course (including both internal and external staff). The supervisor plays a role in facilitating the process, providing feedback on a preliminary and a later draft. Each supervisor may supervise two students from any one cohort. We also emphasise that while the supervisor has a role in helping to draw attention to strengths and weaknesses, they do not bear the responsibility of deciding the outcome of the dissertation. An internal examiner – other than the supervisor – reviews the dissertation and makes recommendations around it.

The student should decide on the topic with the assistance of the supervisor. It is very important that the topic is chosen by the student, with the supervisor playing a role in helping to refine the scope so that it is optimally narrow/broad in light of the size of this work and the timeframe involved in completing it. In most instances, a student will come with a number of ideas and may use the first meeting to decide between these. Some may have one broad area and have a number of ideas in relation to that area.

Submission and Assessment

The dissertation should be submitted on or before Friday June 18, 2021. Under certain limited circumstances, it may be possible to receive a short extension. This extension will be brief in general due to the process of external examination. In instances where a student experiences illness or injury that impedes their ability to complete the dissertation, or in other circumstances that have the same end result, College may consider permitting a longer extension. Fees for an additional year can at times be charged.

The student should submit through the allocated Blackboard portal, and also by email a MS Word (not PDF) version Majella Moloney Course Administrator.

Following submission, the dissertation is read by an internal examiner (other than your supervisor), as well as by appointed external examiner. Your supervisor writes a brief report regarding the dissertation. Due to the independent position of the external examiner, their judgement around the dissertation is given more weight than that of the internal examiner, should there be disagreement between the two.

The external examiner’s role in this context is to ensure that the dissertations meet international standards and, as a course, we are attempting to ensure that this is the case. This means that we need to pay attention to the
scholarly nature of this work. Most important initially in this is the determination of the scope of the dissertation. The most common mistake here is around the selection to a very broad topic, which then can only be explored superficially. Such a scope is often selected by students who feel that they should cover a wide area or who do not feel confident in looking at material up-close and in detail.

Viva voce examinations are no longer held for Masters courses in College unless there is a concern that the student’s work falls in a borderline between Pass and Fail. In such instances, a Viva Voce examination will be organised where the student has an opportunity to defend their work and to show that it meets the required standard or could do so with minor correction. In such instances, a student will be informed of this approximately two weeks in advance of the external examiner’s visit to the course.

**Grading of Dissertation**

When the conclusions of the internal and external examiners around the piece of work are reached, the dissertation may:

- Distinction
- Pass
- Fail.

A student may, for instance, fail where major plagiarism has been detected or where the work is very poor and does not seem to be capable of being brought to the required standard. College guidance on plagiarism is very clear and students should be fully aware of what this involves. Given, that the Course is a level 9 Masters programme, requiring prior academic experience, students are expected to have familiarity with referencing and quoting procedures, and plagiarism is considered a more serious academic offence at this level. Failure is relatively rare but it has important implications in that it means that there is no come-back for the student in that they do not have the option then to make corrections. For this course, if a student fails the dissertation, they have the option to be awarded with the Postgraduate Diploma in Psychoanalytic Psychotherapy, should all other modules be successfully completed.

**Overall College Guidance Relating to Dissertations**

Please note the following details relate to the regulations for theses as a whole and that some of these do not apply to the writing of the dissertation for the MSc in Psychoanalytic Psychotherapy. *This dissertation does not involve research participants* and, for this reason, these specific regulations are not relevant to you. However, the following should be read carefully as it supplies important information around the presentation of a dissertation.

Part 1  Paraphrased Regulations from College Calendar, Part 2 (Candidates are obliged to follow these)

Language: The thesis or dissertation should be written in English.

Title: The title of the thesis must be written in full on the title page of each volume of the thesis.

Declaration:
The thesis must contain immediately after the title page:

(a) a signed declaration that it has not been submitted as an exercise for a degree at this or any other University

(b) a signed declaration that it is entirely the candidate's own work (in the case of a thesis for which the work has been carried out jointly, there must be a statement that it includes the unpublished and/or published work of others, duly acknowledged in the text wherever included);

(c) a signed statement that the Course Director may lend or copy the dissertation upon request. This permission covers only single copies made for study purposes, subject to normal conditions of acknowledgement.

Acknowledgements: A formal statement of acknowledgements must be included in the thesis.

References: The course has adopted APA as its referencing and assignment format style. Students unfamiliar with this system should familiarise themselves with it.

Part 2 Guidelines

Methods of Production: Use a computer/word processor and print your manuscript using a laser or inkjet printer. Use high-quality paper of sufficient opacity that the type is easily legible. Colour may not be used in Tables or Figures. Justification of the right-hand margin is acceptable.

Pagination: Pages should be numbered consecutively through the thesis including appendices but excluding diagrams that are not embodied in the text. The page numbers should be located centrally at the bottom of the page, approximately 10 mm above the edge.

Typeface: Use of bold-face or italic type should not be excessive as it loses its impact if it is. All generic and specific Latin names should be italicised rather than underlined.

Title Page: Include a title page in each volume of the thesis giving the following information in the order listed:

Declaration: This follows immediately after the title page. See regulations above for details.

Acknowledgements: Any acknowledgements should be on the page following the declaration.

Table of contents: A table of contents should immediately follow the acknowledgements. It should list in sequence, with page numbers, all relevant subdivisions of the thesis, including the list of abbreviations, titles of chapters and their sections and subsections; the list of references, other functional parts of the whole thesis; and any appendices. If a thesis comprises more than one volume, the contents of the whole thesis should be shown in the first volume and the contents of subsequent volumes in a separate list in the appropriate volume.
Permission to Copy: A declaration giving permission for reproduction will be made to grant powers of discretion to the course administrator to allow the thesis to be copied in whole or in part without further reference to the author.

Abbreviations: Where abbreviations are used, a key should be provided on a separate page. Abbreviations may be used at the discretion of the author. For an abbreviation not in common use, the term should be given in full at the first instance in the text followed by the abbreviation in brackets.

Chapters and Sections: Theses are divided as appropriate into chapters, sections and subsections. The system of headings should be consistent and should provide a clear indication of changes in content, emphasis and other features that occur at each stage of the work.

2. Dissertation layout

   The dissertation should include the following sections:

1. Title page for whole dissertation: Please see below for a sample title page.
2. Declaration: See College Regulations on declarations and permission to copy
3. Acknowledgements: See details below.
4. Table of Contents: A comprehensive list of all sub divisions of the dissertation
5. Abstract: A 250-word structured summary of the whole dissertation presented as one paragraph.
6. Central body of dissertation, usually divided into chapters.
7. References: Use a single and recognised referencing system.

Writing the ‘Acknowledgements’

The purpose of the Acknowledgements is to first acknowledge and then thank all those individuals and institutions that have contributed to the research work contained in the dissertation. Students are free to express this acknowledgement and thanks in an individual and personal way. However, the following are guidelines on how to structure the acknowledgements section.

1. Firstly, thank the person who formally supervised your dissertation by name and title i.e. (name), my Dissertation Supervisor. Then thank by name and title all those individuals who helped directly with the dissertation.
2. Secondly, thank course staff by name and title - i.e., (name) Course Director; (name) -, for help with the earlier stages of research planning, advice or more general support throughout training. It is particularly important that the Course Administrator and other staff are thanked for their many personal services throughout the training period and for any particular help with the practicalities of the submission of the dissertation.
3. Finally, acknowledge and thank all those individuals who personally helped and supported you, e.g. family, friends.

For further information regarding the MSc Dissertation, please see entries in Blackboard.
Accessibility

Alternative formats of the Handbook can be made on request.

Statement on General Regulations

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.

https://www.tcd.ie/calendar/graduate-studies-higher-degrees/complete-part-III-hl.pdf

Emergency Procedure

In the event of an emergency, dial Security Services on extension 1999. Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

Explanation of ECTS Weighting

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit
accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the student input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European norm for full-time study over one academic year is 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

ECTS credits are awarded to a student only upon successful completion of the programme year. Progression from one year to the next is determined by the programme regulations. Students who fail a year of their programme will not obtain credit for that year even if they have passed certain component. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.

Absence from Examinations

Students who consider that illness may prevent them from attending an examination (or any part thereof) should consult their medical advisor and request a medical certificate for an appropriate period. If a certificate is granted, it must be presented to the student’s Course Coordinator/Director within three days of the beginning of the period of absence from the examination. Such medical certificates must state that the student is unfit to sit examinations.

Medical certificates will not be accepted in explanation for poor performance; where an examination has been completed, subsequent withdrawal is not permitted.

Postgraduate students who consider that other grave cause beyond their control may prevent them from attending an examination (or any part thereof) must consult and inform their Course Coordinator/Director. The Course Co-ordinator/Director will then make representations to the Dean of Graduate Studies requesting that permission be granted for absence from the examination.

The acceptance of medical disability is entirely at the discretion of the Dean of Graduate Studies, who may ask for a report from the medical officers in charge of the Student Health Service. The report will be strictly confidential to the Dean of Graduate Studies.

Further details on regulations for absence from lectures and exams Calendar, Part II, General Regulations and Information http://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf
Student Supports: Quick Glance

Trinity welcomes all its students and as a TCD student you have many supports available to you. Please see below for a list of relevant supports. We hope you find this Quick Glance Page useful. If you find a site is missing, please contact us and we will add it to this list.

- Academic Registry | www.tcd.ie/academicregistry/
- Academic Policies and Procedures | www.tcd.ie/teaching-learning/academic-policies/
- Careers Advisory Service | www.tcd.ie/Careers/students/postgraduate/; www.tcd.ie/careers
- Chaplaincy | www.tcd.ie/Chaplaincy/
- Complaint Procedures | www.tcd.ie/about/policies/160722_Student%20Complaints%20Procedure_PUB.pdf
- Disability Service | www.tcd.ie/disability/
- Dublin Uni. Central Athletic Club (DUCAC) | www.tcd.ie/Sport/student-sport/ducac/?nodeId=94&title=Sports_Clubs
- Dignity and Respect Policy | www.tcd.ie/equality/policy/dignity-respect-policy/
- Graduate Student’s Union (GSU) | www.tcdgsu.ie
- Health and Safety Statement | www.tcd.ie/medicine/local/staff/health-safety.php
- Health Centre | www.tcd.ie/collegehealth/; www.tcd.ie/College_Health
- IT Services | www.tcd.ie/itservices/
- Maths Help Centre | www.maths.tcd.ie/Info_for_Schools/Maths_Helproom.php
- Mature Students Office | www.tcd.ie/maturestudents/
- Online tutorial Ready Steady Write | http://tcd-ie.libguides.com/plagiarism/ready-steady-write
- Orientation Programme | www.tcd.ie/students/orientation/
- Postgraduate Advisory Service | www.tcd.ie/Senior_Tutor/postgraduateadvisory/
- Student Services | www.tcd.ie/corporate-services/structure/student-services/
- Student Counselling Services | www.tcd.ie/Student_Counselling/
- Student societies | http://trinitysocieties.ie/
Please note that although every effort has been made to ensure the accuracy of the contents of this Handbook, it is not a legally binding document and the Department of Psychiatry the right to modify any element, subject to the normal regulations of the university. In the event of any conflict or inconsistency between the General Regulations of the Board and this handbook, the provisions of the General Regulations shall prevail.

© Department of Psychiatry, 2019
Appendices
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<tr>
<th>Grading Category</th>
<th>Poor 1-3 pts</th>
<th>Fair 4-5 pts</th>
<th>Good 6-7pts</th>
<th>Excellent 7-10pts</th>
<th>Mark</th>
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<tbody>
<tr>
<td>Content &amp; Development 50%</td>
<td>Content is incomplete. Major points are not clear and / or persuasive. Writing remains at descriptive level. No alignment throughout piece. Sources inadequate in terms or quantity and quality. Uses bullet points and points/concepts/ideas are not developed properly. No attempt made at critical analysis of material. Use of non-peer reviewed academic sources. Content based on popular websites.</td>
<td>Content is not comprehensive, relevant (alignment) to research area or objectives, and/or persuasive. Major points addressed, but not well supported. Development of points inadequate. Content is inconsistent not relevant to question or line of argument. Range &amp; quantity of sources inadequate/not relevant. Rudimentary level of critical thinking.</td>
<td>Content accurate &amp; relevant to question, and persuasive. Major points are stated. Responses adequate &amp; address question. Content &amp; purpose of writing clear. Range &amp; quantity of sources adequate but not excellent. Points poorly supported by citing journal articles or primary texts.</td>
<td>Content is comprehensive, accurate, relevant, and persuasive. Major points are stated clearly and coherently, and are well supported. Evidence of having read widely, and ability to integrate same relevantly &amp; appropriately. Evidence of alignment throughout dissertation Critical thinking present throughout. Reflects exceptional quality.</td>
<td></td>
</tr>
<tr>
<td>Organisation &amp; Structure 30%</td>
<td>Organisation and structure detract from assignment. Paragraphs disjointed &amp; lack transition of thoughts. No/little evidence of planning or structure present. Major sections as per guidelines, missing. No Introduction. No Conclusion.</td>
<td>Structure of assignment is not easy to follow. Paragraph transitions need improvement. No linking paragraphs. Conclusion sections missing/too short, or if provided, does not flow from the body of the section or does not provide a summary.</td>
<td>Structure is mostly clear and easy to follow. Paragraph transitions are present. Linking paragraphs present between major themes. Conclusion is logical/adequate.</td>
<td>Structure of the piece is clear and easy to follow. Paragraph transitions are logical and maintain the flow of thought throughout. Assignment flows and reads well. Discussion &amp; conclusion are logical and flows from the body of the paper (aligned)</td>
<td></td>
</tr>
<tr>
<td>Format and Referencing 10%</td>
<td>Lacks many elements of correct formatting. Inadequate/excessive in length. Paper is not double spaced. Referencing not present/very poor. No pagination Text not justified</td>
<td>Adheres to most guidelines. is over/ under word length. Referencing present but format incorrect/inconsistent. Quotation format not present or incorrect. Incorrect use of italics or emboldening.</td>
<td>Adheres to designated guidelines. Of appropriate length as described. Format is good Referencing format good follows Harvard</td>
<td>Paper follows all designated guidelines. Paper is the appropriate length as described for the assignment. Format enhances readability of paper. Referencing format excellent follows Harvard. Excellent attention to detail throughout.</td>
<td></td>
</tr>
<tr>
<td>Grammar, Punctuation, Spelling &amp; Language 10%</td>
<td>Writing contains numerous grammatical, punctuation, and spelling errors. Language over-uses jargon or conversational tone. Excessive use of “I” , “we” or “in my opinion” etc</td>
<td>Writing contains a few grammatical punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone</td>
<td>Rules of grammar, usage, and punctuation are followed with minor errors. Spelling is correct. Language follows academic protocol (mostly)</td>
<td>Grammar, punctuation &amp; spelling excellent. Language clear &amp; precise. Sentences display consistently strong, varied structure. Careful attention to detail evident. Exceptional quality.</td>
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**Module Weighting:**

**Total**
Sample Module Feedback Form

The purpose of this form is to provide you with an opportunity to give feedback to the course in relation to the specific course modules so that we can make changes to the course. We very much appreciate your feedback and we will use it..
MODULE FEEDBACK FORM

In order to further develop MSc in Psychoanalytic Psychotherapy, we are keen to receive your individual feedback on each of the modules of the course. This feedback is fully anonymous. The feedback will be considered closely as we make changes to modules and introduce new modules to the course.

Module Title:
_______________________________________________________________

Module Coordinator:
_______________________________________________________________

1. Please rate your overall satisfaction with this module:-

Very Satisfied □ Satisfied □ Neutral □ Disappointed □
Very Disappointed □

Additional Comment (Optional):
_________________________________________________________________
_________________________________________________________________

2. Please rate your overall satisfaction with the teaching styles and approaches used:-
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<tr>
<th>Very Satisfied</th>
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**Additional Comment (Optional):**

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**3. Please rate the organisation of the module in relation to the quality of reading materials:**

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<tr>
<th>Very Satisfied</th>
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<th>Neutral</th>
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**Additional Comment (Optional):**

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**4. What do you think might be changed in relation to this module in order to improve it?:**

---

**THANK YOU FOR YOUR FEEDBACK**
The Postgraduate Advisory Service is a unique and confidential service available to all registered postgraduate students in Trinity College. It offers a comprehensive range of academic, pastoral and professional supports dedicated to enhancing your student experience.

Who?

The Postgraduate Advisory Service is led by the Postgraduate Support Officer who provides frontline support for all Postgraduate students in Trinity. The Postgrad Support Officer will act as your first point of contact and a source of support and guidance regardless of what stage of your Postgrad you’re at. In addition each Faculty has three members of Academic staff appointed as Postgraduate Advisors who you can be referred to by the Postgrad Support Officer for extra assistance if needed.

Contact details of the Postgrad Support Officer and the Advisory Panel are available on our website: http://www.tcd.ie/Senior_Tutor/postgraduate/

Where?

The PAS is located on the second floor of House 27. We’re open from 8.30 – 4.30, Monday to Friday. Appointments are available from 9am to 4pm.

Phone: 8961417

Email: pgsupp@tcd.ie

What?

The PAS exists to ensure that all Postgrad students have a contact point who they can turn to for support and information on college services and academic issues arising. Representation assistance to Postgrad students is offered in the area of discipline and/or academic appeals arising out of examinations or thesis submissions, supervisory issues, general information on Postgrad student life and many others. If in doubt, get in
touch! All queries will be treated with confidentiality. For more information on what we offer see our website.

If you have any queries regarding your experiences as a Postgraduate Student in Trinity don’t hesitate to get in touch with us.
NOTES

A distinction reflects a mark of 70 and above, and an overall standard of ‘Excellent’ in a particular submitted piece of work. For a student to attain this standard, he/she must demonstrate a broad understanding of the material, a strong capacity to relate this material and the critical skills to review material and to provide alternative perspectives on it. With this in mind, a distinction will normally be awarded for an assignment when it meets all three of the following criteria:

1. Very well structured: with a very clear sequence and logic within the presentation of material; sufficient summary at the outset; internally coherent main body of the assignment; a conclusion that brings together material in a coherent manner; the presentation of a suitably-formatted references/bibliography.

2. Very well-written: with a demonstrated ability to write about psychoanalytic ideas in a way that communicates clearly to a reader about their meaning, with very few, if any, typographical errors.

3. Good processing of material/ critique: with evidence of a mastery of material and an ability to deal with it flexibly, while being able to see its strengths and weaknesses.

These criteria should also be considered in light of the fact that this is a Masters course. A distinction here therefore reflects a well above average performance for a student at this level. In some instances, where a piece of work is of such strength in two of these three areas, a grade of distinction will be considered. In these instances, the standard of work should be of a level that would merit particular note. While an internal examiner may recommend a distinction for a piece of work, this remains provisional until the External Examiner reviews work and confirms or questions this. While in most instances where it is awarded, a distinction is upheld by the External Examiner, this is not always the case. A resubmitted assignment cannot achieve a grade of Distinction.

The grade of ‘pass’ – between 50% and 59% - is given to a piece of work if it responds adequately to the question as set and if the overall content, structure and level of critical appraisal is sufficient to allow a reader to learn about the subject matter. In order for an assignment to pass, it must address most of the central points relevant to the area covered, demonstrating an understanding of the ideas. Material should be appropriately cited and there should be due acknowledgement of the sources of ideas in all instances.

A grade of ‘fail’ – less than 50% - is given when a piece of work does not meet the minimum standard for work on a Masters programme. The grade of fail is given also when a piece of work is written in a loose and unstructured manner, is written with little reference to the assignment question or presents material in a way that suggests that the student does not have an understanding of the material concerned. It is applied where the student has not adequately acknowledged sources, including material without proper reference to the original author of this work (plagiarism). Following submission,
if a piece of work fails at the first attempt, the student is provided with an opportunity to resubmit the assignment within two weeks of receiving the feedback. Should the student fail to reach a pass standard at resubmission, the student has failed this module.