



Master of Arts in Psychoanalytic Psychotherapy

Level 9, 120 ECTS

Programme Handbook

2020/21

Foreword

Welcome to DBS where we will help you realise your ambition. We have an international reputation for delivering a high-quality student experience and our intention is to do everything we can do to support you during your time with us.

Dublin Business School (DBS) is Ireland's largest independently owned, third level institution. Our campus is in Dublin's city centre and comprises four buildings where nationalities from over 95 countries participate in a bustling and thriving student life.

We offer programmes across a range of disciplines from business to data science, cybersecurity to artificial intelligence, marketing to psychology, accounting and finance through law, film and creative media. We are committed to enabling strong academic outcomes through employer-led programmes and continuing to deliver an out-standing student experience.

This year coming contains many significant challenges for higher education providers due to the COVID-19 pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

The information contained in this handbook is crucial to your learning. It provides important information on your programme, your assessments and the key individuals you will meet. For these reasons we want you to constantly read and refer to this handbook and use it as a key information source during your time with us.

We are dedicated to ensuring that you have a rewarding and fulfilling experience while studying at DBS and intend that, through your programme of study, you begin to realise your ambitions and your career goals.

Good luck on your journey!

Kerry

Dr Kerry McCall Magan

Head of Academic Programmes

Table of Contents

Foreword	1
Section 1 Programme Information	3
Welcome Message from Course Director	3
1.1 Programme Administration	4
1.2 Main Points of Contact for the programme	4
1.3 Programme Team	5
Section 2 Programme Details	7
2.1 Aims of the Programme	7
2.2 Programme Learning Outcomes	7
2.3 Programme Structure	8
2.4 Teaching and Learning Strategy for a multi-modal environment	9
Section 3 Assessment	11
3.1 Introduction to Assessment	11
3.2 Assessment Schedule	13
3.3 Reassessment	13
3.4 General Submission Requirements	14
3.5 Awarding Body, NFQ Level and Professional Body Recognition	14
3.6 Useful links and tips	15
Section 4 Academic Calendar	16
Section 5 Quality Assurance Handbook	17
5.1 Key Assessment Regulations	17
5.2 Programme Specific Regulations	17
Section 6 Conclusion	20

Section 1 Programme Information

Welcome Message from Course Director

Hello and a very warm welcome to Dublin Business School. My name is Dr Rosie Reid, and I am the Course Director for your Psychotherapy programme.

You have made the right choice on deciding to study at Dublin Business School. We are Ireland's largest independent third-level institution, offering a range of undergraduate, postgraduate, and professional programmes in Business, Arts and Law. Your choice to study Psychoanalytic Psychotherapy will enhance your personal, academic, and professional development.

DBS has built on a reputation of "Excellence through Learning" and we pride ourselves on our ability to design and deliver programmes which are academically rigorous and innovative whilst ensuring they meet the demands of an ever-changing interdisciplinary field of research and practice and professional standards and requirements. All faculty members are experienced tutors who are specialists in their chosen field. As well as being highly qualified academically they are also actively engaged in research and practice, bringing a wealth of experience to the classroom that feeds directly into your learning experience.

I look after the undergraduate programmes which include BA (Hons) in Psychology and the postgraduate programmes including the MA in Psychoanalytic Psychotherapy. I work closely with your Programme Coordinator and your lecturers. Some examples of areas that I can assist with include:

- Academic planning and choices
- Navigating Moodle
- Assignments and Examinations

Your student portal is also a one stop shop for accessing your email, timetables and more. I would like to note the DBS email assigned to you. It is important that you correspond with DBS staff using this email only. We will send a number of important communications to this email during your studies. This information and more, is available in your Student Handbook, which can be accessed via students.dbs.ie/academic operations

It is appreciated that new students each have particular needs. This handbook is designed to provide you with much of the information you will require in the first few weeks of your programme of study. It will aid your study immensely if you familiarise yourself with the contents of this handbook and keep it somewhere safe. It is to be used in conjunction with the Module and Assessment Guides that you will also receive via Moodle. We hope you enjoy your time with us here in DBS and look forward to helping you during your learning journey. I am here to help you with the academic side of your programme from now until you graduate, and beyond.

Please do not hesitate to contact me on rosie.reid@dbs.ie if you have any questions.
Best wishes to you all for a great year!

Rosie

Dr. Rosie Reid
Acting Course Director for Human & Social Sciences

1.1 Programme Administration

If you have any questions or concerns about any aspect of your course, or a problem relating to any aspect of your time here at DBS you should contact your Course Director or Programme Coordinator. If they cannot tackle the question or problem themselves, they can help you identify the person who can and they will refer you on to them. Below is short description of the people you will meet on your programme:

- **Course Director**

The Course Director has responsibility for ensuring academic quality and standards for learners (particularly in the areas of teaching, learning and assessment). They are the academic lead in the discipline area and are a key contact point for programme team liaison and co-operation. They work to ensure programmes contain high quality teaching and learning and are committed to enabling strong employer-aligned, academic outcomes.
- **Programme Coordinators**

Programme Coordinators provide administrative support on programmes and ensure all learners are provided with full details of their programme of study. They are the first point of contact for learners on a range of issues such as programme queries, deferrals, personal mitigating circumstances (PMCs) that may affect their learning.
- **Module Leader**

The Module Leader is the Lecturer responsible for the module. Their primary function is to lecture and assess learners on subjects or modules according to the programme document. Their duties and responsibilities relate to teaching, assessment and completion of the module. Module leaders work hard to ensure a high-quality teaching and learning experience for all students.

1.2 Main Points of Contact for the programme

	Name	E-mail
Programme Coordinator	Laura Mulqueen	Laura.mulqueen@dbs.ie
Course Director	Dr Rosie Reid	rosie.reid@dbs.ie
Programme Leader	Terry Ball	terry.ball@dbs.ie

1.3 Programme Team

In DBS, email addresses for lecturing staff are as follows: firstname.lastname@dbs.ie. This is an indicative list and is subject to change.

Module Title	Module Leader	E-mail
Psychiatric Case Conference and Seminar	Terry Ball (leader) Barry O' Donnell	Terry.ball@dbs.ie Barry.odonndll@ucd.ie
Clinical Supervision	Terry Ball (leader) Miriam Kavanagh Stephanie Metcalfe	Terry.ball@dbs.ie Miriam.kavanagh@dbs.ie Stephanie.metcalfe@dbs.ie
Supervised Clinical Experience	Terry Ball	Terry.ball@dbs.ie
Infant Observation	Nicola Elmer	Nicola.elmer@dbs.ie
Formations of the Unconscious	Stephanie Metcalfe	Stephanie.metcalfe@dbs.ie
Infantile Sexuality and Infantile Neurosis	Miriam Kavanagh	Miriam.kavanagh@dbs.ie
The Clinic of the Unconscious	TBC	
Sexuality, Sexuation and the Division of the Sexes	Monica Errity	Monica.errity@dbs.ie
The Ethics of Psychoanalysis	Angelo Bottone + TBC	Angelo.bottone@dbs.ie
Transference in the Clinic of Psychoanalysis	TBC	
Research Seminar and Thesis	Grainne Donohue + Terry Ball	Grainne.donohue@dbs.ie

There are also other valuable points of contact and support in DBS such as [Student Services](#), [the Student Engagement and Success Unit](#), [Student Welfare and Support](#), [IT Helpdesk](#) and the award winning [DBS Library](#). Your [DBS Handbook](#) and the [DBS website](#) will contain more information on these and other great DBS services and supports.

This year coming contains many significant challenges for higher education providers due to the COVID pandemic. At DBS we will meet this challenge head-on and draw on our experience of delivering high-quality teaching and learning through hybrid and multi-modal learning. Our utmost priority is the protection of your health and safety and DBS actively commits to government guidelines and protocols in order to ensure this. We will also do everything we can to maximise the opportunities for you to be on campus as much as possible and this will mean that some of your learning will be on campus and some will be online. You will find the specific details in your online timetable as well as in your Module and Assessment Guides.

Section 2 Programme Details

2.1 Aims of the Programme

The Objectives of the MA in Psychoanalytic Psychotherapy programme are as follows:

- To direct learners in establishing and maintaining a psychoanalytically informed therapeutic position for the practice of psychoanalytic psychotherapy by providing extensive placement experience in psychiatric, educational and social care settings to allow learners develop their psychotherapeutic position under supervision
- To provide a knowledge of psychiatric practice through the Psychiatric Case Conference
- To provide training in Infant Observation which grounds work with children and in family situations
- To develop research skills demanded at Level 9 for graduates to contribute effectively to research in the emerging field of psychoanalysis in Ireland
- To deliver theoretical material from Freudian-Lacanian teaching which assists learner practitioners to articulate their experience of psychoanalysis
- To provide a basis for engagement with psychoanalysis.

2.2 Programme Learning Outcomes

MIPLO1	Demonstrate competence in psychoanalytic psychotherapy practice and infant observation.
MIPLO2	Demonstrate specialised theoretical knowledge of psychoanalysis and its application as a psychotherapy in the context of psychiatric, mental health, social care and counselling contexts.
MIPLO3	Practice research methods appropriate to the field of psychoanalysis and its application as psychotherapy.
MIPLO4	Critically evaluate the ethical, professional and contemporary issues in the field of psychotherapy relevant to practice and its application in psychiatric, mental health, social care and counselling contexts.

2.3 Programme Structure

Year(s)	Module Title	Credits	Semester	Assessment
2-3	Psychiatric case Conference and Seminar	10	1,2	Weekly case conference reports and end of year summary reflection for both years 80% Attendance 20%
1-3	Clinical Supervision	10	1,2,3	3 Placement Supervisor reports 30% 3 Annual Group supervisor reports 60% 1 individual supervisor report 10%
1-3	Supervised Clinical Experience	10	1,2,3	3 learner reports on the three full-day placement experiences (years 1&2) 60% 1 summative reflection on clinical practice (year 3) 20% Confirmation of attendance on placement 10% Confirmation of conducting a minimum of 50 1-to-1 appointment-based sessions 10%
1-3	Infant Observation	5	1,2,3	Establishing and maintaining an infant observation 10% 2 Annual reports 70% Regular contribution to weekly tutorial 20%
1 or 2*	Formations of the Unconscious	5	1	CAs (100%) Presentation Write-Up
1 or 2*	Infantile Sexuality and Infantile Neurosis	5	1	CAs (100%) Essay
1 or 2*	The Clinic of the Unconscious	5	2	CAs (100%) Written Assignment
1 or 2*	Sexuality, Sexuation and the Division of the Sexes	5	2	CAs (100%) Essay
1 or 2*	Neurosis in the Clinic of Psychoanalysis	5	N/A	CAs (100%) Written Assignment
1 or 2*	Psychoanalysis and Addiction	5	N/A	CAs (100%) Presentation and written assignment

1 or 2*	Psychosis in the Clinic of Psychoanalysis	5	N/A	CAs (100%) Written Assignment
1 or 2*	The History and Traditions of Psychoanalysis	5	N/A	CAs (100%) Essay
3	The Ethics of Psychoanalysis	5	1	CAs (100%) Essay
3	Transference in the Clinic of Psychoanalysis	5	2	CAs (100%) Essay
3	Research Seminar and Thesis	30	1,2,3	Learning Journal 15% Research proposal 5% Thesis with <i>viva voce</i> 80%
	TOTAL CREDITS	120		

*Years 1 or 2 modules (red or blue) rotate on a 2-year cycle. This year (1920-1921) the red modules are being run.

Your goal is to achieve 120 credits and to achieve the best award classification possible.

2.4 Teaching and Learning Strategy for a multi-modal environment

The teaching and learning (T&L) strategy refers to the teaching modes, approaches and activities that the lecturer will use to help you work toward achieving the learning outcomes for the module.

Examples of T&L modes include:

Mode	Description
In-class	Where the lecturer and all the students are in the class
Live Online	Where the lecturer and all of the students are online at the same time
Hybrid	Where some of the students are online and some are in the class and the lecturer is either in-class or online
Pre-Recorded	Where the lecturer pre-records a session
On Demand	Where the lecturer has prepared teaching content or activities and made it available to you online for you to engage with at your own convenience

Examples of T&L approaches include:

Approach	Description
Lecture	Where the lecturer presents or talks about concepts, ideas, topics or theories
Tutorial	Where the lecturer and students engage in a discussion
Workshop	Where the lecturer and students engage in activities either collectively or in groups
Lab Demonstrations	Where the lecturer or students demonstrate processes usually on a computer

Examples of T&L Activities include

Activity	Description
Case Study	Students review real-world examples of what they are learning about
Guest Speaker	A practitioner talks about real-world examples of what students are learning about
Group work	Students are divided into groups to work on a particular activity
Peer Review	Students review and comment on other students' work
Peer discussion	Students engage in a discussion about a topic which the lecturer observes and can contribute to
Quizzes	Students work through a series of short questions
Practical Exercises	Students carry out an individual task during the class
Peer Presentations	Students present either individually or as a group to their fellow students
Controlled Debate	Students are divided into groups and argue the merits of a specific stance on a topic usually determined by the lecturer
Reading	Students engage in a reading activity and either write or report back on what they have read
Watching Videos	Students analyse videos and have peer discussions on what they have seen
Peer Pairing	Students are split into pairs. Individually they carry out a task and then swap their work for the other student to review.
Role Play	Students act out a scenario from the real world for the whole group

Typically, a timetabled class will take place in one mode or another, for example through online, in-class, recorded or hybrid mode. Although the on-demand mode can be used on its own or with any of the other modes.

Usually, the lecturer will adopt the same approach for the length of each timetabled class, so your class will be a lecture or a tutorial or a workshop or a demonstration. However, the lecturer may mix approaches during a class. So, for example, the timetabled class may start with a lecture before moving into workshop and then finishing with a tutorial approach.

Lecturers can also draw on any of the activities above, and others not mentioned above, during a class whether it is online, hybrid or in-class. However, some activities and approaches are better suited to some modes.

You will find the specific details of which mode applies to which module in your online timetable as well as in your Module and Assessment Guides.

Should you have any queries, please do not hesitate to contact your Programme Coordinator or Module Leader.

Section 3 Assessment

3.1 Introduction to Assessment

The purpose of assessment is to ensure that you achieve the learning outcomes of each module. Learning outcomes are statements that specify what you will know or be able to do as a result of a learning activity.

It is important that you familiarise yourself with the format and number of assessments, assessment weighting, and due dates. These are published in the Module Guide which is available on [Moodle](#). An Assessment Brief is also published for each individual piece of continuous assessment. This will give details on the format, weighting and due date, as well as set out what task you are required to complete in the assignment. It also gives the marking scheme for each assignment, and you should use this to guide your completion of the assignment.

All assessments are marked and graded by your lecturer and are reviewed by an internal moderator and an external examiner. This is to ensure fairness, consistency of marking and the correct standard across all assessment. Results are always provisional until they are approved by the External Examiner and are processed through the programme Exam Board. The purpose of an Exam Board is to formally ratify results and determine award classification (for more information please refer to the [Quality Assurance Handbook](#)).

A link to the assessment schedule is below and Moodle syncs with the Student Dashboard to provide a calendar of deadlines. The schedule lists the due dates for all your assessments due over the academic year. The schedule ensures that the workload is balanced across the academic year. Any extension requests need to be considered in light of this schedule, as changes might risk clashing deadlines, so it is very important to be aware of the potential impact of changes to assessment dates. The exam timetable is published on the [exam page](#) in the DBS current student area and is usually available about four weeks in advance of the exam period.

Your goal is to achieve the highest mark possible in your assessment. In order to do this, it is expected that learners:

- Complete ALL assessment components.
- Submit all assessment on time as indicated on the assessment specification.
- Complete all parts of each assessment.
- NEVER copy/plagiarise or submit content that is not yours by ensuring that you apply the correct referencing standard. DBS uses the Harvard Referencing style. A guide to this can be found [here](#).
- Always ask your lecturer if you are not sure about any requirements, not your fellow students.
- Always complete the required number of questions in an exam.

- Practice writing out answers for end -of term exams by doing [previous papers](#), in particular hand writing answers to ensure that your writing is legible.
- Always write/type your ID number on any assessment or exam script.
- If you require support for exams/assessment, ensure that you have completed the appropriate paperwork and submitted it to the [Learner Supports Service](#) well in advance of any assessment or exam dates.

Assessment Strategy Specific to the MA in Psychoanalytic Psychotherapy

Assessments reflect the dual nature of the programme, i.e., the practice of psychoanalytic psychotherapy and the theoretical concepts underlying practice. Assignments are designed with this in mind.

Care is taken to monitor your professional suitability throughout the programme. Correlative to this is having in place mechanisms for you to give feedback in relation to how you are getting on. There are three main fora for mutual feedback on progress in relation to clinical work and engagement, these are:

Weekly in-house group supervision, feedback from peers and tutor on oral presentations within this forum and feedback from tutor in relation to learner written reports, these are the reports from the weekly psychiatric case conferences (second- and third-year learners) and the end of placement reports (first and second year learners). Feedback from placement supervisors, both weekly and at the end of placements (first and second year learners) and feedback/supervision from the individual supervisor (third year learner).

An end of year interview between learner and Leader with in-house group supervisor. The Programme Leader coordinates these fora and, together with a Clinical Suitability Panel, monitors your progress throughout the programme. The Clinical Suitability Panel consists of the practitioner-supervisors who deliver the *Clinical Supervision* and *Infant Observation* modules across the three years of the programme. This Clinical Suitability Panel, which includes the Leader of the programme, has a maximum of six members and is responsible for deciding on your progression through the clinical components of the programme. The Clinical Suitability Panel has two scheduled meetings a year, though extraordinary meetings are sometimes called. In addition, members of the Clinical Suitability Panel participate in the annual meeting of all placement supervisors. If concerns arise in relation to your suitability for clinical work, there is a procedure for addressing these concerns and which involves consultation with the Clinical Suitability Panel and with the placement supervisor(s). In exceptional circumstances, your withdrawal from the programme or your 'taking a year out' may be the outcome of consultation.

Good clinical practice, however, is dependent on your solid grasp of the Freudian-Lacanian theoretical concepts which underpin psychoanalytic practice. Module learning outcomes highlight the very intimate connection between theoretically focused modules and the clinical practice of psychoanalytic psychotherapy.

Each module on this programme has a set of assessment instruments designed to measure your achievement of the module learning outcomes and, ultimately, the programme learning outcomes. Each learning outcome and assessment has been mapped to the Level 9 QQI *Counselling and Psychotherapy Awards Standards* (2014). Special regulations (see Section 5.2 below) apply for the modules, *Psychiatric case Conference and Seminar*, *Clinical Supervision*, *Supervised Clinical Experience* and *Infant Observation* in that it is required that you pass *each* component of assessment. You cannot compensate over the different components of the assessment on account of the clinical component of the module for which a guarantee of reaching a pass grade is essential.

Assessment methods are employed to ensure that you have the opportunity to demonstrate your achievement of the learning outcomes for each module. The assessment strategy is a key component of the programme and was informed by a range of considerations relating to academic achievement, clinical suitability and personal development.

3.2 Assessment Schedule

The assessment schedule can be found here:

<https://drive.google.com/file/d/15cNJy8fDa2MdvynjLSyBR-D1pEwm10b/view?usp=sharing>

All assessment in this programme conforms to the DBS assessment regulations informed by *QQI Assessment and Standards, Revised 2013*. Special regulations are defined on the course schedule. Where a learner is found to require additional learning supports, Learner Support Co-ordinator Jane Buggle will identify appropriate support or an alternative assessment instrument. This will be agreed with the Registrar's Office and will be in accordance with the DBS Assessment Regulations. Please refer to DBS Quality Assurance Handbook (QAH) for further details.

3.3 Reassessment

In relation to the taught, academic-focussed modules, reassessment is in accordance with college policy, i.e., repeat assessment assignments. However, given the complexity of several assessment arrangements, often across modules, reassessment is organised on a case by case basis. The format of this reassessment is arrived at by the Clinical Suitability Panel with focus on the personal and professional development of the student.

3.4 General Submission Requirements

1. All relevant provisions of the Assessment Regulations ([QAH Part B Section 5](#)) must be complied with, in addition to the requirements set out in the Assessment Brief:
 - Students are required to refer to the assessment regulations in their [Student Handbooks](#) and in [Part B Section 5 of the Quality Assurance Handbook](#).
2. Assignments should be submitted through the appropriate link on the module Moodle page (unless explicitly excepted by the lecturer). Assignments not submitted through Moodle may not be graded.
3. Online assignments must be submitted **no later than the stated deadline**:
 - Late submissions (up to 14 days) will receive the Late Submission penalty (see [QAH Section B Part 5.4](#));
 - After 14 days, late submissions will be awarded **0%**.
4. Extensions to assignment submission deadlines will be not be granted, other than in exceptional circumstances:
 - To apply for an extension please go to <https://students.dbs.ie/registrar-office/dbs-faq> and download the *Assignment Extension Request Form*, to complete and return, with supporting documentation, to your Programme Coordinator;
 - Ongoing exceptional circumstances can be considered for deferrals. To apply for a deferral, submit the completed *Personal Mitigating Circumstances Form*, with supporting documentation, to your Programme Coordinator
5. Students are required to retain a copy of each assignment submitted.
6. Dublin Business School penalises students who engage in Academic Impropriety (i.e. plagiarism, collusion, copying, essay mills, etc.):
 - Refer to the [QAH Part B Section 3.3](#) for further information on Academic Impropriety and the potential penalties;
 - Refer to the [Library](#) for information on correct referencing, and support classes.

3.5 Awarding Body, NFQ Level and Professional Body Recognition

This programme has been validated and approved by the Irish state agency, QQI (Quality and Qualifications Ireland), responsible for validating all third level programmes in Ireland. The programme is positioned at Level 9 on the National Framework of Qualifications (NFQ), a framework for the development, recognition and award of qualifications in Ireland.



This programme has also been recognised by APPI (Association for Psychoanalysis and Psychotherapy in Ireland) <https://appi.ie/> as a Master's component of a training in psychoanalytic psychotherapy. The combination of this programme with the Post-Master's psychoanalytic psychotherapy specific modality training programme in TSOP (The School of Psychotherapy), St Vincent's University Hospital, forms an APPI

recognised programme of Specific Modality Training (SMT) in Psychoanalytic Psychotherapy. Graduates of the SMT are eligible to apply with confidence for full membership of APPI, which includes full membership of the ICP (Irish Council for Psychotherapy).

3.6 Useful links and tips

Door codes for Bow Lane and Balfe Street are available at Reception desks.

Once registered, a learner should use the calendar in their student email account for personalised timetables.

Timetables can be sync'd with mobile devices, see <https://www.dbs.ie/about-dbs/news-and-events/2018/05/17/dublin-business-school-moodle-app> for more information.

- . www.dbs.ie
- . <https://elearning.dbs.ie/> (Moodle)
- . www.mydbs.ie (student email)
- . tts.dbs.ie for generic timetables
- . <https://library.dbs.ie/>
- . Lorls.dbs.ie (to access your reading list online)
- . esource.dbs.ie (repository of student and faculty research)
- . servicedesk.dbs.ie (to log support queries or issues)
- . Moodle App available for download (Play Store and iTunes): <https://elearning.dbs.ie/>

If you have any problems with your timetable or require technical support, please log a ticket at servicedesk.dbs.ie.

Section 4 Academic Calendar

The academic calendars can be found on the DBS website:

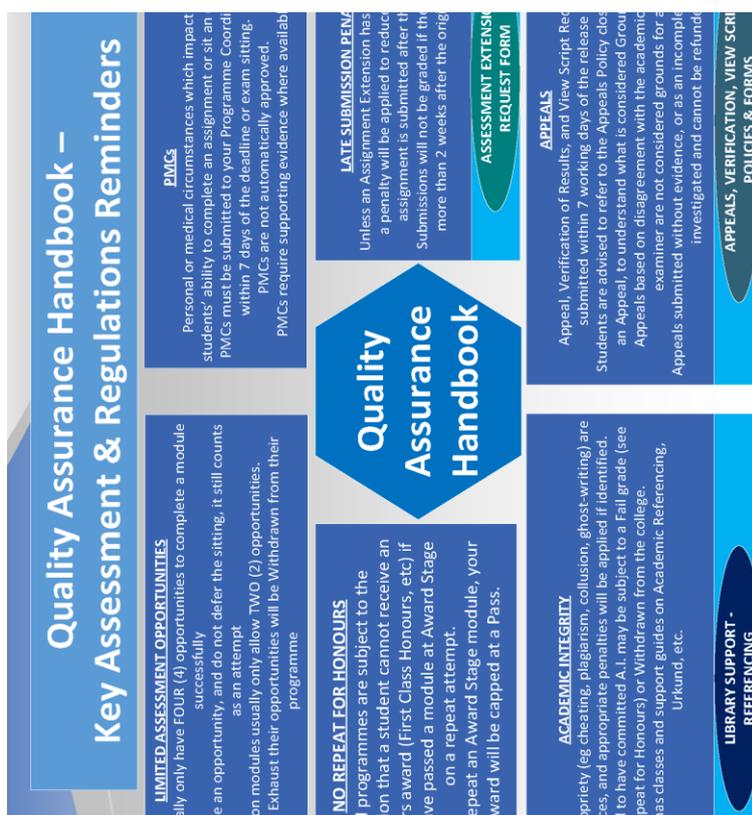
<https://students.dbs.ie/academicoperations/academic-calendars>

It shows the term dates, as well as reading weeks, the Christmas break, and the exam session, including the repeat exams.

Section 5 Quality Assurance Handbook

All programmes delivered by DBS are delivered within a robust and established quality assurance infrastructure encapsulated by a Quality Assurance Handbook. This is available on the DBS website: <https://students.dbs.ie/registrar-office/gah>.

5.1 Key Assessment Regulations



5.2 Programme Specific Regulations

Special Regulation 1

For the modules, Psychiatric case Conference and Seminar, Clinical Supervision, Supervised Clinical Experience, Infant Observation, special regulations apply in that it is required that a student pass each component of assessment. Students cannot compensate over the different components of the assessment on account of the clinical component of the module for which a guarantee of reaching a pass grade is essential.

Special Regulation 2

Students on the MA will verify with written documentation that they have been in their own psychoanalysis with a reputable and recognised psychoanalytic practitioner for the duration of the programme. Failure to adequately verify engagement in their own psychoanalysis with a reputable and recognised psychoanalytic practitioner will prevent the learner from graduating from the programme. NOTE:

➤ **Choosing Psychoanalytic Practitioners:**

The SMT programme requires that students be in psychoanalysis and psychoanalytic supervision with practitioners who are recognised for this work, preferably in a Freudian-Lacanian mode. It is a fundamental principle of the psychoanalytic teaching on the UCD MSc, the DBS MA and the TSOP post-Masters component of the SMT that it is not possible to take up a psychoanalytic position in clinical practice or attain theoretical comprehension without an extensive period of one's own psychoanalysis.

The UCD / DBS / TSOP teaching and training practises openness, respect and tolerance of arrangements for psychoanalysis in place before a student applies for the programme. This includes where the practitioner has a good reputation as a psychoanalytic practitioner but works from a different orientation. All applicants of the UCD MSc, the DBS MA and the TSOP Post-Masters component of the SMT are required to consider that they are choosing to take up Freudian-Lacanian work. An applicant / student can consider how their relation to the programme will be informed by undergoing this programme while in an analysis that follows different principles. An applicant / student will be invited to consider how this evident disparity bears on their own relation to psychoanalysis – the fundamental relationship in psychoanalysis, according to Jacques Lacan – while attending psychoanalysis which follows different principles. The SMT programme concern is not primarily with the specific school of psychoanalysis a practitioner follows but rather that the practitioner practises in accordance with the ethics of psychoanalysis and is not, in fact, hostile to psychoanalysis.

The SMT programme's concern is for applicants and students to find a psychoanalytic practitioner for psychoanalysis and psychoanalytic supervision in whom the analyser is **confident that the psychoanalytic practitioner bases her / his practice on her / his own extensive experience of psychoanalysis**. Students / applicants are encouraged to research this question – the question of a practitioner's relation to psychoanalysis – and whether he / she submits to the principle of an extensive period of psychoanalysis being required for psychoanalytic work. Applicants and students can find out from practitioners themselves, as well as from hearing them speak at conferences and seminars and from reading their work where their position is articulated.

Of the three components of the Masters programmes – theoretical study, clinical practice and one's own psychoanalysis – it is the latter that can be put in place ahead of commencing on the Masters component. This is strongly encouraged and is the strongest

aspect in any application. Where there is no indication of considering an arrangement for one's own psychoanalysis at the time of applying, a place may not be offered on the Masters programmes.

Special Regulation 3

For the module, Research Seminar and Thesis, a special regulation applies in that a learner must pass in each one of the components of this module. There is no compensation across components.

Section 6 Conclusion

We hope you have found the programme handbook helpful. If you have any queries, please contact your Course Director or Programme Coordinator. Their contact details can be found in Section 1 of this handbook.

Enjoy your time at DBS!