

## ADVANCED STUDIES IN CHILD AND FAMILY DEVELOPMENT COMMENCES APRIL 2012

This innovative course helps professionals develop the skills and expertise required to deal with the challenges of child and family mental health in a variety of different settings.

The Course is underpinned by The Psychodynamic Method which takes, as its starting point, that all behaviour has meaning and is a communication as well as understanding the common developmental task which is the foundation for all emotional growth. Satisfactory completion of the Course leads to Associate Membership of the Association of Child and Family Development. The *Advanced Studies* is also recognised as relevant prior learning for post graduate study.

### AIMS AND OBJECTIVES:

- To offer a sound developmental framework for understanding attachment and the behaviour of children across the age range from infancy through to adolescence.
- To learn how to apply this understanding in everyday work with children and young people who present with a wide range of problems including ADHD, problems of early childhood, depression and behavioural problems.
- To develop strong observational skills which can be applied to carrying out effective assessments and case management.
- To emphasise prevention, promote health and work in partnership with parents.

### WHO CAN ATTEND?

All professionals who work with children, adolescents, parents and families, in any setting, who have completed the two day *Foundation Course*. These may be social workers, psychologists, doctors, teachers, maternal and child health nurses, child care staff, kindergarten teachers, school and college counsellors, community, and youth workers. No previous therapeutic experience is necessary and the course is not a psychotherapy training.

Professionals with decision making responsibilities may find the course particularly useful, such as managers of Health or Welfare teams, managers of High Risk Infant Teams, and professionals concerned with linking policy with good practice.

### REQUIREMENTS FOR ADMISSION TO THE COURSE

Candidates need to have completed the two day *Foundation Course in Child Development* which is run prior to the start of the *Advanced Studies in Child and Family Development*. They need to submit a C.V. and to attend an interview with the Director of the Centre. Personal suitability is an essential requirement for the Course. This includes a willingness to be open to new learning and change, and to be prepared to participate fully in the intensive training group.

### DETAILS OF THE ADVANCED STUDIES IN CHILD AND FAMILY DEVELOPMENT

#### *Unit One: Infant Observation as a Working Tool*

Students carry out a weekly observation of an infant over ten consecutive weeks. This provides them with an opportunity to learn about development at first hand as well as learn from their own experience. Their detailed written records of these observations are presented and discussed in the seminar meetings.

Participants will be given information prior to undertaking the observation about what practical arrangements they will need to make to find an infant and family to observe.

#### Learning Outcomes:

- Through their direct experience of observation, participants begin to identify behavioural patterns in the infant and to see how the process of attachment actually develops through the reciprocal partnership between the infant and parents.
- The process of observation as a learning tool can be used by participants in many other areas of their work with children, parents and young people. In the course of carrying out the observation, participants learn how to contain their own anxiety, how not to rush to judgement or action, which, in turn, assists them to carry out more effective assessments in their day-to-day work.

Participants must make available one hour each week for ten weeks in order to carry out their weekly infant observation.

In addition, they will need to allow some time for writing up.

#### *Unit Two: Introduction to Research on Attachment*

This unit provides an introduction to some of the current research carried out by practitioners in the field. There will be a particular focus on research associated with operationalising a model of good attachment and the outcomes of the breakdown of attachment from an emotional, social and cognitive point of view.

Participants will be introduced to some of the current research that creates links between a psychodynamic approach to child development and neurobiology. This focuses on the capacity for the child to develop affect regulation and has particular implications for the way in which we understand behavioural problems such as Attention Deficit Disorder.

#### Learning Outcomes:

- To provide participants with an introduction to current psychodynamic research on attachment and child development.
- To help participants create links between theory and practice in their own day to day work.

### Unit Three: Separation, Loss and Trauma

The teaching of this unit is underpinned by the recognition that the vast majority of clients and patients we work with, bring with them unresolved experiences of grief and major loss. Unless this is recognised and worked through, the important connections between past and present are lost and cannot be made. Many people become "victims" of their own experience, forced to repeat destructive patterns of behaviour, for example, in their choice of partner and relationships with their children.

#### Learning Outcomes:

- To understand how the past affects the present. To develop insight into the psychodynamic process whereby trauma and unresolved loss and grief become transmitted across generations.
- To learn how to help children, young people and their parents be in touch with these painful aspects of their experience in a safe and contained way in order to promote the developmental process.

### Unit Four: Assessment Therapeutic Communication and Case Management

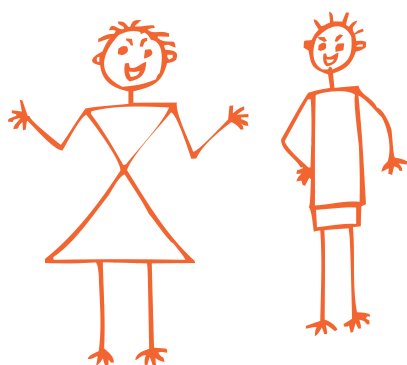
This unit, coming at the end of the Course, is concerned with how participants apply what they have learned to the complex task of Assessment and Case Management. The focus of the unit is practical and helps participants respond accurately and effectively to the clients with whom they work. Here understanding the meaning of the behaviour comes full circle.

The unit addresses how professionals need to attend to the right physical setting as well as the right mental setting in order to carry out effective work, and to understand covert as well as overt communication. The unit emphasises how we can work directly with children and listen to children. The underlying developmental approach of the Course enables us to recognise that the child will always help us to uncover the problem, and will often give indications of how it can be resolved.

This unit will also address the key issues of handling negative and aggressive communications from the child, parent, or young person – how these communications can be contained and understood in a constructive way to enhance the developmental process.

#### Learning Outcomes:

- To help participants make accurate and effective assessments involving children, parents and young people which will lead to better outcomes for the families in their care.
- To promote specific skills of Therapeutic Communication in working more creatively with children and adolescents, and to set appropriate goals for future treatment.



Participants who satisfactorily complete the *Advanced Studies in Child Development* will be able to enrol for the two year *Training in Psychodynamic Counselling* and become full members of the *Association of Child and Family Development*.

#### MAIN PRESENTER:

The *Advanced Studies in Child and Family Development* is designed by Ruth Schmidt Neven, PhD, Consulting Child Psychotherapist and Director of the Centre. Ruth was previously Chief Psychotherapist at the Royal Children's Hospital in Melbourne. Ruth has an international reputation in the field of child development and directs clinical services at the Centre, as well as extensive training in Australia and overseas. She is the author of *Exploring Parenthood* and *Emotional Milestones: Development From Birth to Adulthood* both published by the Australian Council for Educational Research, and principal author of *Rethinking ADHD* published by Allen & Unwin.

#### COURSE VENUE, DATES AND COST:

**Venue:** All sessions for the *Advanced Studies* will take place at the Centre for Child and Family Development in Camberwell at 721A Riversdale Road Camberwell (Entrance in Quantock St).

**Dates and Times:** The *Advanced Studies* takes place fortnightly on a Friday 2–5pm and commences in April 2012.

**Cost of the Course:** The full cost of the *Advanced Studies* is \$2,350 inclusive of GST. Payment can be made in three installments commencing with a first installment of \$783.00 before the start of the Course. There is a discount for payment of the full amount before the Course begins and for more than one person attending from an organisation.

**Please note once the Course has commenced that no refunds will be made if people decide not to continue.**

**Numbers will be limited and early booking is advised.**

- The Centre for Child and Family Development since its establishment in 1994 runs training courses on all aspects of child development throughout Victoria and interstate.
- The Centre promotes Psychodynamic ideas about child and family development in an accessible and practical way.
- The learning can be applied to many different settings and disciplines, such as early childhood, teaching, paediatrics, psychology, social work, nursing, youth work and tertiary education.
- The multidisciplinary mix of participants at our workshops and training programmes, makes for a rich and valuable exchange of information and ideas.

### For further information, contact The Centre for Child and Family Development

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