



EXECUTIVE SUMMARY

Report of the Re-accreditation Visit to the Birmingham Trust for Psychoanalytic Psychotherapy (BTPP) Training

5th & 6th June 2014

Composition of ACP re-accreditation team Panel

Rajni Sharma	Panel Convenor. Consultant Child & Adolescent Psychotherapist – Manchester CAMHS & Northern School of Child & Adolescent Psychotherapy, (NSCAP)
Barbara Lund	Contract Manager, Health Education South West
Graham Shulman	Consultant Child & Adolescent Psychotherapist – Head of Child & Adolescent Psychotherapy, Lanarkshire CAMHS and External Tutor and Training Committee Member for the Child & Adolescent Psychotherapy Clinical Training, Human Development Scotland
Ana Ferreira	Child & Adolescent Psychotherapist, Dartford CAMHS and Joint Organising Tutor of the Independent Psychoanalytic Child & Adolescent Psychotherapy Association, (IPCAPA)
Judith Cousins	Child & Adolescent Psychotherapist recently qualified from BTPP & in Independent practice, LAC service

ACP Training Council link

Lydia Hartland-Rowe, Co-Chair

1. Introduction

This re-accreditation took place during a significant milestone in the history of the BTPP training school, with the retirement of its Organising Tutor and a new appointment due to start in the autumn, 2014. The report will evidence a high level of satisfaction of BTPP trainees and the value trainees give to the close attention, consideration and quality of their training experience. BTPP provides an out of London training to students who demonstrate a potential psychoanalytic talent to work clinically with children and young people. Some of the students who may not have the financial resources to commit to intensive four year training but with support of the BTPP charity students are provided with a level of resources, (e.g. computers or financial support to cover additional costs relating to travelling arrangements for attendance to analytic sessions) which is of great benefit.



For this re-accreditation the information and evidence was drawn from a range of documents, meetings and observations of teaching, all of which are detailed and cross-referenced in the full report.

Summary and Recommendations

The training school was the first Child Psychotherapy training established outside of London. The School has successfully maintained and built on its ethos and strengths since the last accreditation visit in 2009: the informal and closely supportive approach continues to be greatly valued and appreciated by trainees; there is an ongoing strategy and programme of developing funded trainee placements and this is well embedded in and supported by Health Education West Midlands and by the regional CAMHS services; the Training School has the full backing of BTPP charity, which enables an exceptional level of financial security and stability as well as additional financial support to trainees where this is needed; and the dissemination of psychoanalytic understanding and promotion of a psychoanalytic culture within the region continues to provide fertile ground for the growth and development of child psychotherapy training in the region.

At the same time, this is a period of significant changes, both internal and external, which present a number of challenges for the School. Issues of employment and of professional standing and equivalence for child psychotherapists within the NHS have led to a general move amongst child psychotherapy training schools towards academic partnership and accreditation of a professional doctorate, alongside accreditation of the training by the professional body. There are, in addition, well-recognised unprecedented pressures and challenges within NHS CAMHS services generally, which make the necessary and appropriate levels of support for trainees within placements all the more difficult to establish or maintain. The challenge for the BTPP training school – as for the profession – is how to respond to and engage with the reality of these wider changes and trends while retaining its psychoanalytic outlook and professional integrity.

Commendations

1. The commitment to individually tailored support provided to a diverse group of trainees, some of whom would not ordinarily be able to access the training.
2. Excellent administrative support providing an efficient, facilitative and reliable resource to the trainees and tutors.
3. Successful recruitment to the new Organising Tutor post for the next academic year.
4. Beginning the development of research teaching which is well received by the trainees.
5. Wider dissemination of psychoanalytic thinking across multidisciplinary professionals and across agencies.



Requirements for continued ACP Re-accreditation

1. Continue to update and develop the student handbook in consultation with trainees, tutors and service supervisors. This should include greater clarity about the functions of the different organisational and management groups within the training school. It would also be important that this is circulated to service supervisors at the beginning of each academic year. **This will need to be evidenced in the 2014-2015 Annual Report and evidenced as established practice in subsequent annual reports leading to the next ACP re-accreditation.**

2. To establish annual student progress meetings towards the end of each year of training. This should be with the Service Supervisor/Senior Child and Adolescent Psychotherapist in the CAMHS clinic, trainee and tutor. Consideration of meeting in the clinic will also give an opportunity to meet with any relevant multi-disciplinary team colleagues/managers involved in supporting the trainee. This could also include the self-evaluation conducted by the trainee which could be thoughtfully linked up with the service supervisor/senior. **Achievement of this requirement should be outlined in the 2014-2015 Annual Report and the development and integration of these meetings in subsequent years should be included in future Annual Reports.**

3. To develop the reading lists by incorporating papers recent papers by Child Psychotherapists that track theoretical and technical developments. To make all the reading lists more readily accessible (both psychoanalytic theory and specialist reading lists, possibly in Appendix J of the handbook), particularly to service supervisors who can be better updated and linked into the training curriculum. **As necessitated in the above two requirements this too should be evidenced in each interim annual report in preparation for the next re-accreditation.**

Recommendations over time (to be regularly reviewed as part of the ACP Training Council Annual Report process)

1. Continue to develop a creative integration of aims and learning objectives for the training as a whole and the specific modules within it.

2. Continue to explore opportunities to influence Service Supervisors (and Senior Child & Adolescent Psychotherapists taking on some service supervision tasks) to meet as a group led by a Child & Adolescent Psychotherapist in a regional advisor role. This shared group forum would allow for different perspectives and experiences to be discussed, CPD and collective processing of the challenges and opportunities of supervising trainees within CAMHS. A service supervisors group would offer an important forum above and beyond the individual supervision provided by the training school to Service Supervisors. This will add to the CPD and mentoring already provided by the school and allows for a continued handover of service supervisory role to seniors with the CAMHS clinics.



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3. To explore and take the opportunities and resources for seminar leaders to receive CPD particularly related to their teaching and specify how this progressed in the school's annual reports.
4. To address the collective wish, expressed by the Service Supervisors feedback, to be more closely involved and informed about training and developments.
5. To put in place a process for the submission by trainees, to the Training School, of (anonymised) written reports, as part of the assessment for qualification process.

Recommendations that the training school may wish to consider but are not required to implement.

1. Continue to explore the possibilities of developing a partnership with an academic institution with a view of offering trainees an academic qualification alongside their ACP clinical accreditation. This would provide an equitable opportunity for BTPP trainees (similar to those in other trainings) to attain an additional qualification.
2. To take into account a strong theme in the Service Supervisors' feedback of a wish to be an active participant and more closely involved in the detailed thinking, discussion and decision making about the matching of a trainee with a CAMHS placement.

Written by the re-accreditation panel:

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