



**ANNUAL REPORT TO THE ACP TRAINING COUNCIL**

**1. SUMMARY OF MANAGEMENT STRUCTURE, STAFFING AND RESOURCES  
(INCLUDING CHANGES SINCE LAST ANNUAL REPORT) (2015/16)**

There have been no substantive changes to the structure, staffing and resources available to BTPP since the previous annual report.

**Management structure**

The educational, training and charitable work of BTPP (which is essentially to provide accessible and quality psychoanalytic trainings), is overseen by;

1. The Board of Trustees
  - Includes the Chair, Vice Chair, Head of Training, BTPP's Administrator and 3 other members
  - The Board of Trustees strategically oversee and guide BTPP in all of its educational, training and charitable activities, of which the Child Psychotherapy training is just one.
2. The Management Team
  - Includes the Director/ Head of Training, Senior Tutors and BTPP's Administrator.
  - This team's role is to provide day to day management of the various psychoanalytical and psychotherapy trainings delivered by BTPP. They ensure the effective running of the child psychotherapy training, including; recruitment, liaison with Service Supervisors, clinical placements, analysts, commissioners and other relevant stakeholders, timetabling and delivery of and quality monitoring of training seminars, supervision of trainees, co-ordination of student placements, assessment of trainee progress, tutorial support, coordination of intensive case supervision, day to day management supervision, & oversight of the work of all teaching staff, business planning & training strategy for the training as a whole.
3. The Training Committee,
  - Includes the Chair of Training, Head of Training, Senior Tutors and some senior members of the child psychotherapy and psychoanalytic professions.
  - Their role is to provide strategic guidance with regard to the overall work of and direction of the training, to monitor trainee progress and to guide how to address any concerns about the training in general or individual trainee progress.
4. An Advisory Group
  - Includes amongst others, BTPP's External Assessor for Qualifying Papers, External Consultant on Theory, Service Supervisors and Visiting Tutors (a team of highly experienced child psychotherapists and psychoanalysts).
  - Their role is to offer advice and guidance on issues to do with the clinical training and general direction of BTPP.

## **2. STAFFING**

The BTPP staff for the academic year 2015/16 included;

- 1 *Head of Training/Director of BTPP (0.8 WTE)* who taught and supervised on the clinical training, infant observational and CPD courses
- 2 *Senior Tutor (0.6 WTE)* who taught and supervised on the clinical training and infant observational courses.
- 3 *Senior Administrator (0.8 WTE)* who administrated both the clinical training, the infant observational course and CPD courses.
- 4 *Senior Tutor (0.2 WTE)* whose responsibilities included being the Organising Tutor for the infant observational course and theoretical and clinical teaching on the clinical training.
- 5 *Senior Tutor (0.1 WTE)* who taught on both the clinical training and infant observational course.
- 6 *2 Honorary Senior Tutors (0.05 WTE)* who taught on the clinical training and infant observational course as part of their CPD arrangements with their NHS employers (though the last term of this was paid for sessionally by BTPP).
- 7 *1 Honorary Senior Tutor (0.05 WTE)* who taught on the infant observational course
- 8 *10 regular Visiting Teachers* greatly enhance the clinical training by their either once per term or once a year teaching on the clinical training. The visiting teachers are senior Child Psychotherapists and Psychoanalysts.

## **3. CPD FOR STAFF**

All members of BTPP staff group undertake CPD in their own professional capacity in line with the ACPs requirements.

Beyond this BTPP offers CPD in the form of attendance at BTPP's ongoing Friday Open Lectures, Saturday Lectures and Big Days, (see below for the speakers topics covered).

Some BTPP staff have attended the BTPP's Supervision course for qualified Child Psychotherapists

BTPP staff are assisted in attending the ACP's conference.

As part of the annual end of academic year review and planning meeting members of staff participated in a CPD seminar and reflected on their teaching roles through reading and discussion chapters from the Young Child Observation book.

Staff from BTPP have been involved in many ACP related roles, for example membership of the expert reference group on the development of competencies for child psychotherapy, of the

#### **4. DEVELOPMENTS IN CURRICULUM**

The core theoretical orientation underpinning the BTPP Child Psychotherapy training is Kleinian, although some students, teachers and supervisors bring other varied orientations. The training continues to focus on imparting the necessary clinical skills for a child psychotherapy career in NHS CAMHS. This necessarily involves adaptation of the training to meet the current CAMHS climate.

The training programme continues to be based on a bedrock of quality clinical placements.

The training school curriculum is delivered through teaching input in small group clinical discussion seminars, based on some single year groups and some mixed year groups. In the first year of the training the focus is on the development of key and fundamental psychotherapy ideas and skills, rather than on theory. Years 2 to 4 follow a year group based theory reading list.

Due to the size of the student group the curriculum runs on a 4 yearly cycle. Specific topics are given particular attention on 'Big Days' which involve usually a paper delivered on a specific topic followed by trainees presenting clinical work related to the topic.

In recognition of the changing work context in NHS Community CAMHS, a 12 part '*Introduction To*' series of lectures was added to the curriculum last year. This aimed to introduce students to some of the treatment modalities that developed from or exist alongside psychoanalysis and psychoanalytic psychotherapy and about which students will need have familiarity (an added aim was to address what can be a confusing array of acronyms facing child psychotherapy trainees who work in NHS CAMHS). The topics were delivered, in the main, by local MDT colleagues or by child psychotherapists with a particular knowledge of the subject. The topics included an Introduction to Child and Adolescent Mental Health Services, it's history and developemnt, Children and Young People - Increasing Access to Psychological Therapies, Cognitive Behaviour Therapy, Short Term Psychoanalytical Psychotherapy, Time Limited Psychoanalytical Psychotherapy with Adolescents, Systemic Family Therapy, Non Violent Resistance, Eye Movement De-sensitisation and Reprocessing Therapy and Mentalisation-based therapy. It was not possible to have inputs on some of the planned therapies, including Dialectical Behaviour Therapy, Interpersonal Therapy and Cognitive Analytical Therapy. The plan is to fit these into the timetable over the next year.

In response to Trainee feedback the Parent Work Seminar was re-instated weekly onto the timetable.

In response to feedback from Trainees and Tutors there was one change to the theory curriculum for 2016/17, i.e. replacing a Meltzer paper with one by Ron Britton.

To address the need for Trainees to have a familiarity with brief and time limited methods an STPP workshop is to be added to the curriculum for 2016/17.

Friday Open and Saturday morning lectures included the following speakers Isobel Pick, Stephanie Jones, Jonathan Bradley, Brian Truckle, Louise Emanuel, Chris Mawson and Margaret

Rustin, Margot Waddell and George Crawford who addressed topics including 0-5's work, work with autistic spectrum children, interpretation and technique, psychotherapy with suicidal adolescents, Outreach work in Primary Schools, intensive psychotherapy with a severely deprived child, Supervision in Child Psychotherapy, Emerging Borderline Personality states in Adolescence, Bion's concept of containment and a presentation on struggles to live in the paranoid schizoid position as depicted in a film.

An additional reading list was added to the Clinical Training Handbook in 2014/15. This is being developed and added to each year, by including additional papers mentioned in seminar groups and supervisions, with clinically influential papers on particular subjects added by the tutor group. The papers have been organised into relevant topic groups in the Handbook.

The Training Committee are keeping under review any impact that the changes in the delivery of psychoanalytic theory in M7 and M9 may have on the familiarity new entrants onto the training may have with key Freud and Klein texts. It may be that further grounding in development of key concepts via central texts may be needed in the first year of the training.

#### **5. STUDENT INTAKE AND PLACEMENTS (INCLUDING ISSUES OF ACCESS AND DIVERSITY) NB THIS IS FOR THE CURRENT FIRST YEAR GROUP)**

BTPP recruited five new trainees to the Clinical Training for September 2015 – 3 female and two male.

Another candidate withdrew the day before she was due begin her training post in October. This has left us with a vacant place and we will make a decision over the second half of the Autumn term about whether to try and re-fill that vacancy.

Of the four remaining Trainees three are white British and one has a BEM background.

BTPP were visited by external consultants assessing and attempting to address the struggles to achieve sufficient ethnic and cultural diversity in the child psychotherapy profession. During this visit the consultants commended BTPP's success in being able to recruit trainees from diverse backgrounds. They described a sense that BTPP had interwoven into it's ethos and structures practices that are likely to result in inclusivity and diversity.

Of the 4 clinical trainees who started with us in 2016 two completed the pre-clinical course at BTPP, one in Newcastle and the other in Bristol. Their placements are in West Bromwich CAMHS, Leamington Spa CAMHS, Sandwell and Dudley CAMHS and Coventry CAMHS. Should the fifth place be re-filled the Trainees will take up a place in Walsall CAMHS.

#### **6. STUDENT PROGRESSION YEARS 2+. (WITH COMMENTS RE ANY DIFFICULTIES IN PLACEMENTS/ ANALYTIC ARRANGEMENTS/TRAINING SCHOOL)**

There are currently 17 students in year 2+.

- The five first year Trainees progressed as expected into the second year.
- The four third years are progressing as expected,
- The fourth years are progressing as expected. Three are on full time wte contracts progressing towards qualification in September 2017. The fourth is on a 0.75 wte contract and is progressing as expected towards a qualification in March 2019.
- The remaining are a group of 'Fourth year plus' Trainees whose expected qualification has been delayed due to health related, maternity or child care reasons. They include;
  - A Trainee who has been on Maternity leave and has returned on a 0.5 contract is due to complete the training in March 2017.
  - A Trainee who is currently on maternity leave.
  - A Trainee who has been on extended maternity leave and has returned on a 0.5 WTE pro temp.
  - A Trainee who had 9 months away from the training due to ill health and who is on course to qualify in August 2017

There were no reported difficulties with analytical arrangements this year.

Two Trainees moved placement this year due to their Service Supervisor's change of job.

#### **7. QUALIFICATIONS SINCE LAST REPORT**

BTPP had four qualifications since the last report.

Two Child Psychotherapists qualified from BTPP in January 2016 and two in August 2016.

#### **8. POST-QUALIFICATION EMPLOYMENT**

The four qualifiers gained employment;

- Band 6 in Leamington Spa
- Band 7 in Wolverhampton CAMHS
- Band 6 in Coventry CAMHS
- Band 7 in Londonderry

#### **9. ACADEMIC COMPLETIONS (WHERE APPROPRIATE)**

N/A

**10. ISSUES FOR THE TRAINING SCHOOL AND HOST ORGANISATION (WHERE APPROPRIATE)**

BTPP underwent a review by Health Education West Midlands in 2015 to assess whether commissioning BTPP to provide 5 child psychotherapy trainings continued to offer 'best value for money'. A briefing document on how BTPP offers clear 'value for money' by developing and continuing to cultivate the child psychotherapy profession in the West Midlands and a cost-benefit analysis of the work of a child psychotherapy training school (written in collaboration with Dr Terry O Shaughnessy (Director of Studies for Philosophy, Politics and Economics, Director of Studies for Economics and Management, St Anne's College Oxford) was submitted to Health Education West Midlands. Arising from this review BTPP retained the commission for providing the child psychotherapy training at previous rates and conditions. This was really good news for the profession in the West Midlands.

The trend towards regular reviews of CAMHS commissions places continuing pressures on and at times results in fundamental changes to work practices, services and professional structures. This places an immense and on-going strain on some CAMHS teams, Service Supervisors, impacting on clinical placements. Where services are currently undergoing such workplace changes, or who have recently been through the process of recommissioning, Service Supervisors and training placements face enormous struggles to maintain the quality of clinical provision and the quality of training. This year BTPP did not place Trainees in one previously regular clinical placement due to a worry that the service was too unsettled due to service re-design. Another regular clinical placement declined a training placement as they were unsure whether future commissioning reviews would leave the service able to meet the needs of a child psychotherapist in training.

Notwithstanding this, other CAMHS services in the West Midlands continue to deliver quality services and indeed are developing resulting in new child psychotherapy posts in new services. The quality of the training provided in these services continues to be very high. So the picture is quite mixed.

As was the case last year, despite these pressures, the feedback from the ACP's training log reviewers in the Summer 2016 attested that the depth and quality of clinical experience represented a massive achievement on the part of the Trainees and their Service Supervisors in the current CAMHS climate. At times like this the commitment of the Service Supervisors to maintaining the quality of the child psychotherapy services and training becomes very evident and deserves commendation.

As the Government continues to strive to address the cost of running the NHS questions continue to be asked nationally about the continued funding and commissioning of the child psychotherapy and other NHS trainings. Alongside our ACP colleagues, BTPP continues to contribute to the advocacy work on this issue, for example, contributing to a consultation exercise organised by the Department of Health into the impact of changes in the funding arrangements for undergraduate NHS courses.

Funding for the child psychotherapy training in the West Midlands for 2017/18 has been

confirmed.

BTPP will continue to advocate for a continuation of current structures which allow us to continue to train highly skilled psychotherapists to facilitate the Government's agenda for transformation of the Mental Health service available to children and young people.

**1. QUALITY MONITORING (INCLUDING ANY COMPLAINTS AND WITH REFERENCE TO UNIVERSITY/SHA PROCESSES)**

The training had its last ACP Accreditation visit in Summer of 2014. Another is due in 2018

The quality monitoring of the Training is an ongoing process of communication and feedback between students, tutors and placements.

The External Assessor of BTPP's qualifying papers commented on the high quality of this year's qualifying papers.

There were no complaints in this period.

## ACTION PLAN RE CONDITIONS/RECOMMENDATIONS OF LAST ACP ACCREDITATION VISIT.

<b>CONDITION</b> <i>(as detailed in most recent Re-accreditation Report)</i>	<b>ACTION NEEDED</b>	<b>PROGRESS TO DATE</b>	<b>TIMESCALE FOR COMPLETION</b>
<p>Continue to update and develop the student handbook in consultation with trainees, tutors and service supervisors.</p>	<p>1. Circulate to service supervisors at the beginning of each academic year.</p> <p>2 Include greater clarity about the functions of the different organisational and management groups within the training school.</p>	<p>The Handbook update has been completed and has been circulated for this year.</p> <p>BTPP is an organisation that has successfully made important transitions in recent years. BTPP continues to be in a process of gradual and ongoing change. Meanwhile greater clarity and description regarding the role of the organisational and management groups within BTPP will continue to be developed as BTPP evolves.</p>	<p>To be evidenced in Annual Reports</p>
<p>Establish annual 3 way student progress meetings in clinics towards the end of each year of training.</p> <p>This could also include the self-evaluation conducted by the trainee which could be thoughtfully linked up with the service supervisor/senior</p>		<p>Completed for this year.</p> <p>Clinic based annual student progress review meetings with the Head of Training, Service Supervisor and or Head of Service were held between July, August and October 2016.</p> <p>These 3 way meetings offer a useful moment to pause for reflection and are an opportunity for a process of self-evaluation and progress monitoring for all concerned, most often revealing the often immense achievement of a year's work and development, no small feat for trainees and</p>	<p>To be evidenced in Annual Reports</p>



		service supervisor.	
To develop the reading lists by incorporating papers recent papers by Child Psychotherapists that track theoretical and technical developments.	Update and make the reading list readily accessible to service supervisors.	<p>Completed for this year.</p> <p>A review of the theory teaching concluded that there was general satisfaction with the current theory curriculum, especially the freedom to focus on one key psychoanalytic paper per seminar.</p> <p>The additional reading list is now in the Handbook.</p> <p>The handbook has been circulated to Service Supervisors.</p>	To be evidenced in Annual Reports
<b>RECOMMENDATIONS</b> <i>(as detailed in most recent Re-accreditation Report)</i>	<b>ACTION</b>	<b>PROGRESS TO DATE</b>	<b>TIMESCALE</b>
Continue to develop a creative integration of aims and learning objectives for the training as a whole and the specific modules within it.		<p>The overall aims and learning objectives of the clinical training are described in the Handbook.</p> <p>The '<i>Criteria for reviewing Child Psychotherapy Trainee Progress</i>' continues to be developed as it is used by Service Supervisors and the Head of Training as part of the annual review process.</p> <p>Aims and Learning Objectives for the Parent Work and Assessment Seminars have been developed and will be added to the handbook for next year.</p> <p>Further work on aims and learning objectives will follow once the competencies framework for child</p>	Over time

		psychotherapy is completed by the Training Council.	
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.	BTPP to convene Service Supervisor meetings.	<p>Completed for this year.</p> <p>Two Service Supervisor meetings were held in the last year and are now a three times a year fixture in the academic calendar.</p> <p>Pressure on Heads of Service and senior members of the profession in the West Midlands, as a result of the stress of ongoing changes in CAMHS, has meant that The ACP's regional advisor role has been in abeyance in recent years. As a result the Head of Training has taken a lead in coordinating the Service Supervisor meetings.</p>	Over time
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.		<p>Completed for this year</p> <p>The teaching staff held their annual peer discussion workshop, based on texts relating to facilitating group based teaching seminars within an psychoanalytic orientation.</p> <p>New Tutors continue to teach as co-tutors with more experienced colleagues while building their experience of teaching.</p> <p>New Tutors avail of close mentoring from senior colleagues.</p> <p>A weekly senior Staff meeting over lunch offers an opportunity for peer supervision and consultation</p>	Over time

		on teaching issues.	
To address the collective wish, expressed by the Service Supervisors feedback, to be more closely involved and informed about training and developments.		Completed for this year  Service Supervisors meetings  Clinic based review meetings were held which facilitated communication with service supervisors and their involvement in shaping the everyday practice and future development of the school.	Over time
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.		Completed  Samples of anonymised written reports are requested and gathered and form an aspect of the review process.  A teaching input on report writing and record keeping is being devised for the academic year 2016/2017.	Over time
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.		Ongoing  BTPP continues to offer a clinically focused child psychotherapy training.  Links have been established with the University of Essex to ensure that a clinical or professional doctorate is available to students beyond their qualification from BTPP.  BTPP is establishing a lively contact with a local academic partner. Academic and research projects are being developed. Further consideration of implications for the clinical training have been mooted with high levels of interest on both sides.	Over time
To take into account a strong theme in the Service Supervisors		Completed.  The recruitment process to the clinical training now	Over time

<p>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.</p>		<p>includes;</p> <p>That the recruitment process and interview panel for the clinical training now involves a Service Supervisor/Head of Service on a rotational basis.</p> <p>The rationale for and the detailed thinking in the matching of each student and placement is discussed at length with each service supervisor.</p>	
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