

annual report to the training council of the ACP academic year 2015- 2016

1. summary of management structure, staffing and resources (including changes since last annual report)

The clinical training in child and adolescent psychotherapy delivered through IPCAPA at the *bpf* is funded through a contract with Health Education England, monitored by HENCEL.

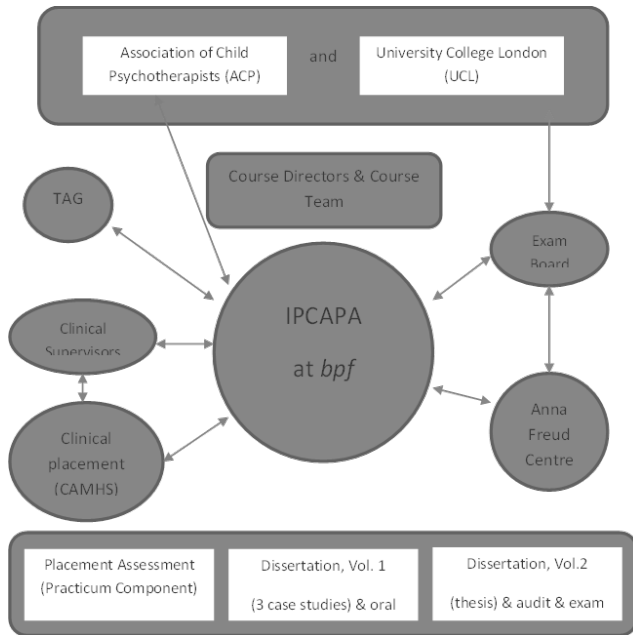
IPCAPA is one of the British Psychotherapy Foundation's (*bpf*) 4 Associations. The *bpf* was formed in April 2013 and is the successor body of British Association of Psychotherapists (charity no. 281720), The Lincoln Clinic and Centre for Psychotherapy (charity no. 297990) and London Centre for Psychotherapy (charity no. 267244). The new charity takes the very best from these three organizations to advance a vision of a society in which psychotherapy is available to everyone who needs it to promote their emotional well-being and mental health. The *bpf* is a registered charity (1150806). The *bpf* Board of trustees has overall responsibility for policy, financial and strategic issues, but delegated the day to day responsibility to the Chief Executive who was appointed in July 2013.

Psychotherapy training is conducted across the four psychotherapy disciplines of Psychoanalysis, Psychoanalytic Psychotherapy, Jungian Analysis and Child and Adolescent Psychotherapy which are in specific Associations.

The Associations within the *bpf* each have their own training (some with more than 1 training). The postgraduate life of these associations also takes place within them, with many additional events being available to all members of the organisation.

During this year the IPCAPA training had 2 separate university partners, each validating separate programmes. The partnership with Birkbeck College, University of London is due to come to an end in 2017. From Autumn 2014 IPCAPA at the British Psychotherapy Foundation (*bpf*) and the Anna Freud Centre/UCL have collaborated to produce an innovative and exciting new Doctorate in Child and Adolescent Psychotherapy. This 4 year full time programme will lead to the award of DPsych from UCL and professional membership of the Association of Child Psychotherapists (ACP) as well as the *bpf*.

The IPCAPA training is managed by the Head of Training (also referred to as the Clinical Course Director, as there is an Academic Course Director who holds responsibility for the research component of the training) and the Business Manager aided by a curriculum lead, and staff members with responsibility for the research programme with Birkbeck and pre training issues. There is also a small group of practice group leaders who deliver seminars on a weekly basis, with a larger teaching team and a Training Committee which advises on the overall direction of the training and decisions about the progress and qualification of trainees. Each year group has a year group tutor who teaches and has oversight of his/her year throughout the training and each trainee has a Progress Advisor (personal tutor) who is their key point of contact with the Training Committee and who keeps a close eye on the trainee's progress. There is a dedicated administrator for the course and the Business Manager is responsible for financial and contractual matters including the accreditation process for training posts.



2. Staffing

Since the previous annual report, the Curriculum Lead has retired at the end of the academic year 2015-6 and had been working closely with another member of the team to induct her into the responsibilities. A new part time member of staff with responsibility for pre-training issues has been appointed. Additionally our longstanding co-ordinator moved to another role within the bpf, and we had a number of months of temporary, or indeed no, cover for the role before a new training co-ordinator was appointed.

3. CPD for staff

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There are many opportunities for continuing professional development available as part of the ongoing IPCAPA members' programmes, more generally as part of their wider membership of the *bpf*, which has regular Scientific meetings, work in progress forums, as well as an annual conference and one-off presentations. The development of the workshop programme has offered further opportunities for the core staff team to expand their knowledge of modern NHS practices and to be aware of the latest research in the topic under discussion.

Additionally we have created a number of ways in which the 'learning team', including service supervisors, intensive case supervisors, progress advisors and those involved in the direct delivery of seminars can come together to develop a more cohesive understanding of each perspective and focus on the trainee's learning needs. We offer termly CPD for those involved in the delivery of the training, and in the past year this has focussed on enabling a greater understanding of the Independent stance, and having better awareness of the audit cycle and how to use it.

IPCAPA has also developed a course for those wishing to become intensive case supervisors of IPCAPA trainees and a course for Service Supervisors and a number of our core staff team have taken part in 1 of these. A training for service supervisors to enable them to feel more confident in guiding the trainees in the delivery of STPP has also been devised and will be delivered in 2016-7. Additionally, since the IPCAPA at the *bpf*/AFC /UCL doctorate programme has been instituted, a number of *bpf* staff have been invited to take a more active role in the annual AFC Colloquium, and others have been encouraged to attend it.

Through UCL, our university partner, staff who have honorary contracts with them (which includes the core team and year tutors) have opportunities to access their programmes for teaching staff.

To improve practice we have had opportunities for staff to observe each other teaching, and also regularly arranged paired teaching, to support the more senior seminar leader and develop the junior one to enable her to carry out that role in the future.

Staff have continued to be active in writing, with many papers, conference presentations, talks and publications, including a significant contribution to the ACP annual conference. They have also played an active role in a number of ACP committees and taken part in various working groups including those on professional competencies for training and on the implementation of the STPP

4. Developments in curriculum

During the last academic year, we have continued to deliver a teaching programme that is responsive to the changing needs of the CAMHS service while retaining a core syllabus that focuses on theory and skills in independent child and adolescent psychoanalytic psychotherapy. In preparation for the programme, we consulted with service supervisors, trainees, and our UCL doctorate partners. The afternoon workshop programme continued to be refined and to be responsive to requests from both the students and their service supervisors for specific topics to be covered. Key issues that emerged in the consultation were the need to look further at emerging ideas in Attachment, the impact of trauma, and at the different evidenced based models of short term psychotherapy with children, adolescents and their parents. These were all included in the afternoon application seminars which look at current practice in NHS. The first term focused on Attachment and Parent child relationships, the second on the Child in the Family context and the third term on Brief therapeutic work, as awareness of the importance of enabling our trainees to deliver short term psychoanalytic psychotherapy has also led a number of presentations on this. There was also a workshop on Issues in Diversity, an annual event which explores current dilemma in race, gender, sexuality, and disability. The evening theory programme was changed to include clinical and theory seminars in assessment and parent work in the second year, in preparation for the doctorate assessments in these areas.

We have now had two years of the new doctoral programme with AFC/UCL which has demanded a whole new research curriculum together with changes to the timing of delivery and assessment of aspects of the theoretical teaching. For the 1st time trainees have had to take a number of exams, including an oral exam which is designed to enhance their skills in delivering information about a case to others in a clear and succinct way. Both staff and trainees have managed these changes in requirements very well, although for staff bearing in mind the different requirements for those on the Birkbeck programme has at times been challenging.

5. Student intake and placements (including issues of access and diversity)

The group of 7 entering the training in Autumn 2016 are all women.

All came through recognised preclinical courses, 4 from the Tavistock, 1 from the Anna Freud Centre, 1 from the *bpf*/Birkbeck MSc and 1 from a course in the North of England. 1 of the trainees is not an EU citizen, and has had permission to take up a training placement that would not otherwise have been filled. 1 of our intake has alerted us to their specific learning needs, being dyslexic. Five of the intake identified as other than 'white UK': two as of Asian origin. We are saddened that for the 2nd year running we have no men starting our course: we had only 1 application from a man. Issues of access continue to be of concern, but thanks to a generous donation we are now in a position to contribute to the analytic fees of a few potential applicants prior to them being ready for training.

We have a robust and comprehensive selection process, offering prospective trainees an individual meeting exploring their suitability to work with children in the modern NHS, a separate in-depth interview exploring their personal suitability, a group interview which gives an indication of how they would manage within a multidisciplinary setting and, introduced for the 1st time this year, a group interview with 'an Expert Panel', namely a young user of a CAMHS service and an adult foster carer.

Their trainee placements are all in different NHS Trusts, four in London (Greenwich CAMHS, Hackney CAMHS, Southwark Carelink and Westminster CAMHS) and two in Kent Surrey Sussex (Guildford CAMHS & Brighton CAMHS) and 1 in East of England (Watford CAMHS).

6. Student progression years 1-4 in academic year 2015-6 (with comments re any difficulties in placements/ analytic arrangements/training school)

At the start of the year, Autumn 2015, there were 33 trainees enrolled- 8 in year 1, 9 in year 2, 8 in year 3 and 6 in year 4. There were also 2 trainees from year 5 who had had their training extended, 1 because she had been on a 0.8 contract and the other because of previous disruptions within his placement.

Unfortunately many of the services underwent 'transformation', causing considerable anxieties and disruption. 1 trainee, in her 2nd year, was not able to stay in her placement because of significant changes in her Trust, resulting in the loss of clinic premises and the post of her Service Supervisor being deleted. Another trainee had to change

placement within the same Trust when her Service Supervisor was intermittently ill and there were no other child and adolescent psychotherapists in the district who could have taken responsibility for steering her training placement. A 3rd trainee relocated within her trust to a clinic which had a wider range of cases than the one she had started in. All of these moves were managed as smoothly as possible, with very good liaison and communication taking place between IPCAPA staff and those working with them in the services.

During this academic year we have had 3 trainees who have been on maternity leave; 1 has now returned and the others will return in the course of academic year 2016-7.

Trainees are in 4 or 5 times weekly analysis. There was a problem about analytic arrangements for 2 when there was an issue about the analyst's refusal to be paid direct by a Trust which had changed its systems for analytic reimbursement. At the end of the academic year both trainees decided with the Training School's support to transfer to other analysts. IPCAPA has ensured that all those involved with the analysis of trainees are willing to be paid in this new way if necessary.

7. Qualifications since last report

During the academic year 2015-6 6 trainees qualified: There were 2 qualifications from the 2011 intake-with the last member of that group, who had been on a .8 contract yet to complete her qualifying paper, and 4 from the 2012 intake.

8. post-qualification employment

All of our graduates found suitable 1st destination employment with jobs in generic CAMH services, school based services, hospital services or the voluntary sector.

9. academic completions (where appropriate)

Two students were awarded their doctorates from Birkbeck College, University of London.

10. issues for the training school and host organisation (where appropriate)

As the other training schools will also have experienced, this has been a year where we have had to look outwards and inwards simultaneously. There has been considerable work that has had to take place to try to keep abreast of government plans about the future funding of child and adolescent psychotherapy training, and IPCAPA has been actively involved in those discussions. Additionally, as stated above, there have been a number of transformations in Trusts where IPCAPA trainees have placements, and we have been active in trying to ensure that those responsible for decision making have sufficient awareness of the specific needs and contributions of capt trainees

This year was the 2nd year of our new doctorate programme with Anna Freud Centre/University College London. So far this innovative new programme, designed to ensure that trainees achieve their doctoral qualification within the 4 years of the training, is going well and all of the 2015-6 1st years successfully completed a critical reading exam and carried out a clinical audit, as well as settling in to their clinical placements, beginning work as child psychotherapists and getting to grips with all sorts of technical and theoretical issues. The year 2s produced a number of audits which were gratefully received by their employing trusts and in some services have already been used in ways which have proved to be of value to the service. They have also worked hard on various literature reviews related to the empirical studies which they will be carrying out in year3.

We continue to have 2 separate doctoral partners. Two graduates achieved their doctorates from our doctoral programme with Birkbeck, and three more other recent graduates are close to completion. A couple of our recent graduates and a few of our year 4 and 5 trainees are continuing on the doctoral programme.

11. quality monitoring (including any complaints and with reference to university/sha processes)

The training achieved an overall green rating in its QCPM report for 2014-5 (the latest report).

12. action plan re conditions/recommendations of last ACP accreditation visit.

None were left to be completed, all have already been carried out.

Janine Sternberg
Clinical Course Director

CONDITION (as detailed in most recent Re-accreditation Report)	ACTION NEEDED	PROGRESS TO DATE	TIMESCALE FOR COMPLETION
That there are updated written descriptions for the responsibilities and terms of reference for each committee in IPCAPA, so that the relationship of IPCAPA's training to the other parts of IPCAPA and to BPF is clearly defined.	Ensure that Terms of Reference are available	This has been carried out: Terms of Reference have been created for the Training Committee, the Training Analysts Committee & the Postgraduate Life Committee.	No date given This has been carried out
That equality and diversity issues should be made more explicit in the curriculum and in documentation, including the SED and the Student Handbook. The visiting team felt that there should be evidence of further developments in this area by the time of the Annual Report in 2015.	Equality and diversity issues to be made more explicit in the curriculum and in documentation.	This area had always been embedded in the curriculum but has been given greater overt prominence. In the 2014-5 Workshop programme there were ½ day presentations concentrating on diversity issues, including race and also teaching on working with same sex parent. Additionally it formed the focus of a number of the practice group meetings over 1 term. The new student handbooks make the importance of these issues more explicit.	Autumn 2015 This has been carried out
That the learning objectives and outcomes that are implied in many areas of the course are formalised in the Handbook. It is hoped that this might be possible to have in the handbook for entrants in 2014.	Learning objectives and outcomes to be formalised in the Handbook.	This was put in place for the 2014 handbook. Additionally the learning team have been working on a document delineating the criteria for evaluating trainees' progress and the achievements that we would have expected them to achieve by the end of each academic year. This detailed information has been sent to the trainees and the Progress Advisors as appendices to the handbooks and is also distributed to the Service Supervisors.	Autumn 2014 This has been carried out
That the training school put plans in place to ensure that the role of link tutor/ research co-ordinator continues post June 2014.	Ensure that the role of link tutor/ research co-ordinator continues	This has been agreed. The then link tutor continued in post (despite having relocated) until Sept 2014. After that the role was taken over by a member of the Tuesday afternoon staff group. The incoming research coordinator shadowed the outgoing staff member.	No date given This has been carried out
RECOMMENDATIONS (as detailed in most recent Re-accreditation Report)			
That research-mindedness might become a part of the way in which all aspects of the training are developed, so that an understanding of research and also thinking about possibilities of research become an integral part of the clinical training. The team felt that this would need to happen over a period of time but would expect some evidence of this being incorporated into the training by the time of the next visit.	Embed research mindedness	We are in a ground breaking position with our new doctorate taking place with AFC/UCL in which the research and the clinical are completely intertwined. For those trainees not on that doctorate programme (i.e. half those covered by this report) we have our ongoing doctoral programme with Birkbeck. We are delighted to announce that our 1st doctorate was awarded in January 2014 and others are in the pipeline. For those not enrolled on a doctorate programme we have a programme of presentations on research within the NHS relevant to child psychotherapists- there are 2 or 3 presentations per term, adding up to a significant body of knowledge over the 4 year training.	By time of next accreditation visit Already carried out
That it would be advantageous to have administrative staff specific to the Child and Adolescent Psychotherapy training given the many complex partnerships that the training school has with other academic institutions, the ACP and NHS organisations, including the Health Education board and the many Trusts where placements are established.	Have administrative staff specific to the Child and Adolescent Psychotherapy training	Since the accreditation visit, new staffing structures at the BPF have been agreed and IPCAPA has had a full-time dedicated administrator from September 2013.	No date given already carried out