

**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 Child Psychotherapy training programme sits within the Directorate of Education and Training at the Tavistock and Portman NHS Trust. There has been a change of organisational structure within this directorate during the year. The programme is now located in a portfolio for psychoanalytic clinical trainings, including a number of adult psychotherapy courses.

The programme training group consists of the course team together with the Head of the Child Psychotherapy Discipline in the Trust, Head of CPT discipline in the Adolescent and Young Adult Service , the Observation Course Organising Tutor, and the member of staff with responsibility for trainees' analytic arrangements and contact with analysts.

The staff group of 25 tutors (including all members of the management group) are all 'clinician trainers' working clinically alongside their role as tutor and supervisor of trainees. There is a core team of staff with specific roles within the organisation of the course.

Head of Training

Assessment tutor

Lead for development of STPP (new this year)

Student Analytic Arrangements

Research Lead

Doctoral Research Tutor

Ethics lead

Placement Liaison

Placement Quality Manager

Sadly the Assistant organising tutor was on sick leave through the year, and has now taken early retirement. Her role was covered by other members of the course team, pending re-appointment, yet to take place.

We appointed a new course tutor with a particular focus on 'student experience' who took up the role at the end of the year.

In addition we are grateful to the wider group of senior colleagues who support the training by offering additional specialist skills and expertise on a visiting lecturer basis.

Impact of organisational change in the directorate: the changes of organisation into a 'portfolio' structure and associated changes in administrative support and structures described to the visiting team are now in place. There has been some impact on the smooth

running of the programme during the initial period of transition, illustrated in the end of year student feedback where satisfaction levels with administrative processes were lower than in previous years. For 16-17 there has been some increase in administrative support to the portfolio in response to feedback, and work continues to take place aimed at addressing the difficulties arising. During the transition the course team have worked hard to ensure that the functioning of the programme for trainees has not been affected in a way that impacts significantly on their learning or progress.

## **2. CPD FOR STAFF**

### As clinicians/professionals:

All members of the staff group undertake CPD in their professional capacity (in line with professional body requirements).

Despite many pressures, staff have continued to be active in writing, with many papers, conference presentations, talks and publications and all members of staff are to some extent involved in this activity.

Several fortnightly STPP supervision groups (with staff and senior trainees together) ran through the year to develop skills in anticipation of the findings of the 'IMPACT' study (national RCT trial of Short Term Psychoanalytic Psychotherapy) and future curriculum changes introducing STPP into the programme. Two members of the course team were on the National STPP steering group with one editing the revised STPP manual for publication.

Professional activity, scholarship and publications amongst the staff group includes:

- Work on the ACP executive, Training Council, and various working groups including expert reference group for professional competencies for training
- Editor of the Journal of Child Psychotherapy
- Joint series editor of the Tavistock Clinic book series with Karnac books
- Reviews editor for Journal of Child Psychotherapy
- Revision for Publication of the treatment manual for STPP (Short-term Psychoanalytic Psychotherapy for adolescents with depression)
- Papers in journals including Postgraduate Medical Journal, Journal of Child Psychotherapy, Infant Observation Journal.
- Books: Youell, B: Parenting a child affected by sexual abuse BAAF; Rustin MR & MJ KS ed, : Reading Klein (in press); Music, G.(2016) Nurturing Natures: Attachment and Children's Emotional, Social and Brain Development. London: Psychology Press (2nd edition) and Book chapters including Music, G. (2016) Under our skins: developmental perspectives on trauma, abuse, neglect and resilience, in: Barratt, S. and Lobatto, W. (eds.) Surviving and Thriving in Care and Beyond: Personal and Professional Perspectives. London: Karnac, pp. 71-96
- Papers given at international conferences including Vienna, Paris
- Papers given at conferences in the UK including Manchester, Birmingham, Aberdeen Cambridge, Doncaster
- Public Lectures including Saffron Walden, Brighton
- Membership of the steering group for the IMPACT RCT study
- Membership of the national implementation group for STPP

- Attendance at conferences including the ACP annual conference

As markers of assessed submissions: We again held staff training for new markers (refresher for established markers) embedding the practice of marking to the current assessment criteria.

As Clinical Supervisors: We continued the practice of running a staff development group (fortnightly, throughout the academic year) for new clinical professional staff coming into role as tutors and clinical supervisors for the first time to develop their understanding of the complexity of the role. On this course clinical supervision is the bedrock of teaching and learning within the programme, and our staff development programme in this area is valued highly.

We also again offered a CPD course for placement supervisors, which people new into this role are encouraged to undertake to ensure a full understanding of the task of supporting a trainees work and development in the workplace, and of what is expected from service supervision; thinking through the complexities of this role.

As doctoral supervisors some staff have again taken part in academic supervisor training, and some others in training for examining at viva.

### **3. DEVELOPMENTS IN CURRICULUM**

A new theory programme entitled 'The universal application of psychoanalytic concepts' was developed and introduced for trainees in their final year. In a series of eight seminars addressing key psychoanalytic concepts (for example the Oedipus complex), trainees were encouraged to explore issues of diversity, including the relationship of psychoanalytic theory to racism, sexism and homophobia. The aim was to encourage trainees to challenge assumptions about the value and meaning of psychoanalytic thinking and its relationship to a contemporary, multicultural context, as well as to raise their awareness of responses to difference and bias within the therapeutic relationship.

The course has continued to develop STPP as a core part of the curriculum.

A growing number of M80 trainees are now seeing STPP cases. During the 2015-16 academic year, the course provided seven regular STPP clinical supervision groups, offering trainees the opportunity for case presentation and detailed exploration of the particular dilemmas arising in short-term treatment. In support of this work a well-attended CPD event was held (6.11.2015) focussed on supporting service supervisors to develop STPP within their clinics and provide opportunities for trainees to gain experience of this manualised, time-limited treatment.

A Study day on Depression (29.6.16) provided a further opportunity for trainees to think about STPP, with a session on STPP, together with a screening of two films on adolescent depression made by young people involved in the IMPACT Study.

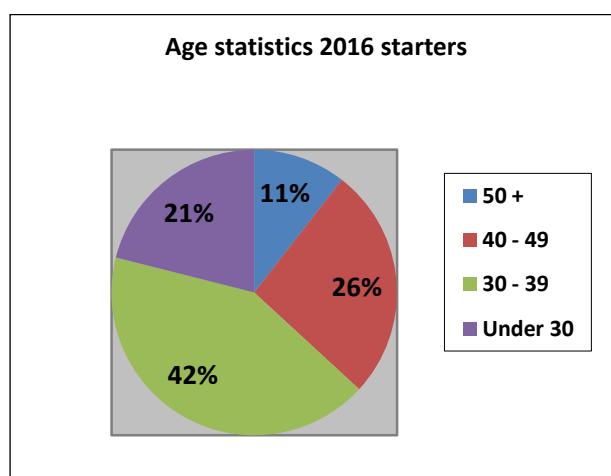
#### 4 STUDENT INTAKE AND PLACEMENTS (INCLUDING ISSUES OF ACCESS AND DIVERSITY)

The interview and appointments processes taking place in 2015-16 led to 19 people being accepted for training with clinical posts to start in September/ October 2016 as follows:

Location of posts	Number	
London	9	Various
East	2	Hertfordshire, Essex
South East	3	Surrey, Kent, Sussex
South West	3	Cheltenham, Bristol, Dorset
South Central	1	Oxford
London (honorary)	1	
total	19	

There is some variation in geographical location from year to year reflecting the numbers of places commissioned in different HEE areas.

There were 3 men and 16 women, with only one person identifying themselves in a category other than 'white'. There are no age criteria, but this is a training for mature students with experience of working with children, young people and their families who have undertaken the pre-requisite Psychoanalytic Observation Studies course to PG Dip or Masters level, and who can demonstrate the necessary personal qualities, and it is unusual for a person to be in this position before their late 20's. (See chart below for age breakdown)



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

We had a total of 79 people in training (including 4 who took maternity leave for some part of the year). The majority of those who take maternity leave return part-time to the following cohort, with a corresponding increase in duration of training into a 5<sup>th</sup> year. One student tragically died in August whilst on holiday following the end of his first year of training.

These students excepted, all progressed.

There were again a number of issues with placements, as the wave of 'service transformation' of CAMH teams /services continued. For many this led to higher than usual stress and work levels and in some areas the loss of senior posts. In several places this led to a trainee having a change of service supervisor, in some cases now on a different site. Tutors have again offered additional support to trainees (and in some cases supervisors) in this situation.

## 6 QUALIFICATIONS SINCE LAST REPORT

19 people qualified clinically in the 2015-16 year leading to ACP membership.

Location of Training Post		Location of Employment	
London	10	London	10
East	2	East England	-
South East	2	South East	1
South Central	3	South Central	2
South West	2	South West	1

## 7 POST QUALIFICATION EMPLOYMENT

14 have moved into posts while 4 are taking a maternity break. One person has moved overseas.

Of the 14 in posts, all are working in the NHS, but most are putting together a portfolio of part time positions and some of these include 3<sup>rd</sup> sector organisations. Many clinical specialisms are represented: early years, hospital liaison, eating disorders, disability, looked after children, adolescent inpatient, with fewer people this year in generic CAMH teams.

Location of employment is shown alongside the location of training post.

## **8 ACADEMIC COMPLETIONS**

During the year there were 17 Master of Professional Studies (MProf) exit awards at clinical professional qualification level

There were 10 awards of Professional Doctorate to Tavistock students.

## **9 ISSUES FOR THE TRAINING SCHOOL AND HOST ORGANISATION (WHERE APPROPRIATE)**

The running of 2 academic programmes concurrently with 2 University partners in the years ahead will be a challenge, as we continue with 'teach out' at the UEL for current students alongside the new academic programme with Essex University

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

There was an ACP reaccreditation this year, which proved to be a valuable process. The programme was reaccredited with no conditions. There were a number of recommendations to consider and the action plan in relation to these is attached.

There were commendations as follows:

- The commitment and enthusiasm of the hardworking teaching team of permanent staff and visiting lecturers.
- Successful development and implementation of a new 4year Doctorate programme in collaboration with the Northern School of Child and Adolescent Psychotherapy (NSCAP) and in consultation with service colleagues and wider stakeholders which incorporates flexibility and responsiveness to changing service needs.
- The quality of trainees who impressed the panel with their commitment, enthusiasm and willingness to learn often overcoming significant challenges such as long distance travel and workload pressures.
- The range and quality of placement provision and support from the highly motivated and committed placement managers and service supervisors.
- The high quality of teaching and learning resources especially the library and Advanced Technology Learning facilities.

The Quality Contact Performance Management system used by HEE NCEL requires detailed reporting annually on a number of quantitative and qualitative measures with a RAG rating (red, amber or green) outcome. The course achieved the highest (green) rating (100%) in 2014-15, and we are awaiting confirmation of the rating for 2015-16.

There were no complaints this year.

12. ACTION PLAN re ACP Re-accreditation

Action Plan in response to ACP Reaccreditation Report 2016

Conditions			
There were no conditions			
Recommendations	Action Needed	Progress to date	Timeframe
1. That the Tavistock reports on the impact of organisational change on the smooth running and management of the M80 programme in particular how changes to administrative support are working, in its next Annual Report to the ACP.	Include in 2016 annual report to training Council	<i>Included in this report completed</i>	October 2016
2. That the Tavistock amends section 2 points 11 and 12 of the new 'Placements Handbook' to improve clarity and reduce any ambiguity relating to trainee progression.	Amendment of handbook	<i>Completed</i>	To be completed for Start of 2016-17 Academic year
3. That the Tavistock adopts a more formal approach to developing its future M80 teachers and tutors and puts a	Strategic planning. Articulating a plan which can be	<i>A comprehensive staff CPD programme remains in place to enhance the teaching and supervising skills of existing</i>	Spring 2017

<p>succession plan in place.</p> <p>4. The panel recognises the actual and future potential of using Advanced Technology Learning systems in supporting the learning, personal and professional development of trainees, teaching staff and service supervisors and the Trust continues to explore with ATL staff to realise what MOODLE has to offer.</p>	<p>disseminated</p> <p>The work of TEL (Technology enhanced learning) is an ongoing project in which the M80 programme is fully engaging)</p> <p>Regular updates</p>	<p><i>staff and support development into new roles. Some new staff appointments have been made for the 2016-17 year</i></p> <p><i>The academic submission processes were managed via moodle, as was marking and feedback to students. Moodle is now being used by course administrators exclusively for communication with staff and students. Service supervisors have Moodle access and TEL contributed an information session during the annual service supervisor meeting to demonstrate and illustrate the resources available to Service Supervisors through Moodle.</i></p>	<p>ongoing</p>
<p>5. That the staff team continue to review the process of matching trainees and placements so that trainee concerns are addressed</p>	<p>Annual review followed by adaptation of practice</p>	<p><i>Changes were made for 2016-17 intake which addressed the concerns described in the report.</i></p> <p><i>completed</i></p>	<p><i>For June 2016 interview process</i></p>
<p>6. That The M80 management team requests resources from the Trust to provide additional expertise to support them in developing and implementing a comprehensive equality and diversity strategy.</p>	<p>Consultation with the Tavistock Equalities committee</p> <p>Development of a course strategy in conjunction with Trustwide action in this area</p> <p>Implementation of the strategy</p>	<p><i>Head of Training attended 'Inclusive curriculum' training day 14/9/16</i></p> <p><i>New year 4 theory sequence introduced (see section 4)</i></p>	<p><i>Autumn 2016</i></p> <p><i>End of 2016/17 academic year</i></p> <p><i>Will be ongoing long term</i></p>



