

**Annual Report – Academic Year 2017- 2018**  
**ANNUAL REPORT TO THE TRAINING COUNCIL OF THE ACP**

**1. Summary of Management Structure, Staffing and Resources**

Human Development Scotland secured the contract to deliver a four year Child and Adolescent Psychoanalytic Psychotherapy training that began in October 2017. The funding for the training is provided by NES, the education and training body for NHS Scotland. Chief Executive of Human Development Scotland will negotiate funding for the next cohort in 2021.

Having been Organising Tutors for the MSc Observation Course for a number of years, following interviews in April 2017, Lynne Conway and Gillian Sloan Donachy were selected as Joint Course Directors to deliver the training in Scotland. They took up post to lead the procedure for accreditation with a new University partner. This bid was successful and the Training is now validated by Robert Gordon University, Aberdeen, a Scottish University with a world class reputation. This professional doctoral training programme in Child and Adolescent Psychotherapy has been the culmination of a process of collaboration between the Course Directors, Human Development Scotland and Robert Gordon University.

***Organisational Structure***

The management structure of Human Development Scotland is unchanged since the previous annual report. The organisation is governed by a board of trustees made up of practitioners from within Human Development Scotland membership and trustees appointed from elsewhere who bring complementary skills and knowledge to support the effective governance of the charity. Human Development Scotland is an incorporated charity regulated by the Office of the Scottish Charity Regulator.

In July 2016, Human Development Scotland was accepted as a Pilotlight partner charity. Pilotlight is a charity which works with other charities throughout the UK, helping them to grow and develop into strategically strong, efficient and sustainable organisations. The project concluded in March 2018 by which time Pilotlight had supported the Human Development Scotland board to develop a new vision and mission statement along with a twelve month strategic plan. Both have psychodynamic ways of working at their heart and provided the board

of trustees with greater clarity about the needs, obligations and opportunities for Human Development Scotland in the immediate and longer terms.

The Child and Adolescent Training is overseen by The Training Committee, a subcommittee of the Human Development Scotland Board of Trustees which delegates to it responsibility for overseeing the governance of the training programme including all matters relating to standard setting and monitoring, quality assurance, student/trainee progress monitoring and qualification, and curriculum development. The Training Committee meets termly. Its membership includes: the Chair of Training; Co-Course Directors; senior members of the child psychotherapy and psychoanalytic professions; and representatives of NES; 8 members in total. As well as providing guidance on how to address any concerns about the training that may arise, the committee has the following responsibilities:

1. To oversee and support the work of the Course Directors and the teaching team in:

- Monitoring and maintaining academic standards and the quality of the student experience
- Ensuring academic and professional coherence
- Developing the programme curriculum
- Monitoring student progress and assessment mechanisms
- Maintaining relationships with NHS boards hosting trainees, other academic and clinical stakeholders and professional bodies, and other HDS academic programmes
- Monitoring review mechanisms and procedures for improving the quality of the programme(s)
- Promptly considering External Examiner reports and other external inputs and feedback in relation to the training and its delivery
- Ensuring that the training meets the requirements and standards of ACP accreditation and academic validation.

2. To inform the HDS Board of Trustees about the progress and development of the course.

Human Development Scotland premises are based in the city centre of Glasgow and provide good provision for training with a self-contained training suite plus three additional seminar rooms and a library. There is a large training suite that is suitable for larger events and comfortably holds up to 50 people. Small-scale video conferencing facilities are currently available for supervision and small group discussion. These will be developed longer term to provide a more comprehensive Video Conferencing facility.

## **2. Staffing**

The core staff team includes the two co-course directors and four other senior Child Psychotherapists who teach theoretical and clinical seminars in the clinical training. A key component of the philosophy of Scottish training is to invite senior members of the profession

to enhance the clinical training and contribute to the programme. Professionals from other disciplines also contribute in order to enhance the learning of trainees which also serves to link with components of the ACP Competence Framework, and to be responsive to the changing needs of the CAMHS service alongside the core syllabus that includes psychoanalytic theory and the development of clinical skills. Robert Gordon University contributes to the programme planning and delivery of the research component of the course. This is done by face to face student contact, as well as video link.

An organisational consultant meets with the Trainees as a group on twice termly basis to support their learning and development.

The course is supported by a 0.5 academic administrator. Further administrative support is also available from the Human Development Scotland staff team when required.

### **3. CPD for Staff**

Child and Adolescent Psychotherapists employed to teach on the clinical training are all members of the Association of Child Psychotherapists. Members of the ACP report on their clinical work and Continuing Professional Development on an annual basis. This is required as part of their professional registration. Tutors are encouraged to attend the Annual Conference of the ACP, as well as other relevant conferences. Staff attended the Teaching Infant Observation Conference and the Royal Psychiatrist's Annual Psychotherapy Conference.

We are keen to support staff to play active roles within the ACP itself. One member of staff took part in the Expert reference group for the development of the Competence Framework. A member of staff joined an ACP 'Key Debate' event via video conferencing, which is something that we are keen to develop the ability to join things from a distance, for both staff and trainees. Staff have been involved in reviewing papers for the Journal of Child Psychotherapy and for the International Journal of Infant Observation. In addition, members of staff have published papers in the Journal of Child Psychotherapy and the International Journal of Infant Observation and its Applications.

The majority of our staff members are employed within NHS posts, and so have access to trainings and relevant mandatory courses that relates to their clinical roles. This also ensures that tutors on the course remain abreast of current clinical and theoretical developments in the profession as a whole that subsequently informs the quality and relevance of teaching delivered to the trainees. The Course Directors are, for example, involved in developing an Infant Mental Health Service in Glasgow; providing consultation to the in-patient unit for under-12's. As part of the West of Scotland NHS Managed Clinical Network (MCN) for Child Protection, Greater Glasgow and Clyde Child Psychotherapists have been delivering training and consultation on a structured framework for identifying and working with Harmful Parent-Child Interactions that constitute emotional abuse and emotional neglect. As observation is at the heart of this framework it is a natural fit with the CAP training and applied working techniques. Working with MCNs across Scotland, Andrew Dawson has also taken a lead role in training key staff in health, social services, the Reporters to the Children's panel and panel members.

Formal structures throughout the academic year to augment this CPD include:

- A CPD programme covering a range of subject areas has been organised by Human Development Scotland and is scheduled to take place in 2019. Tutors will be required to attend at least one CPD event in the programme each year and encouraged to attend all.
- Termly Meetings with the core group of teaching staff. This allows a structured CPD component not only to reflect upon the teaching experience and programming issues, but to consider the specific learning needs of teaching staff in relation to the seminars on offer. This might include a reading based seminar or presentation.
- Termly service supervisors meetings include a dedicated CPD slot in which a variety of subjects are programmed dependent on the specific requests made by the group. This has included presentations that include the topics of research and the ACP Competence Framework
- Termly meetings with Robert Gordon University staff to reflect upon programming and any issues arising from the teaching.
- An Intensive Study Event takes place on a termly basis that invites visiting Child Psychotherapists from Scotland or further afield to present on a range of topics that have included transference and counter transference, Institutional Dynamics, and separation and loss. The presentations are linked to the Competence Framework and the academic programme, and are open to all tutors and service supervisors, who are encouraged to attend. Service supervisors are also invited to the closed supervision group that takes place in the morning of the Intensive Study Event where trainees have the opportunity to present their clinical work for supervision with the visiting psychotherapist.
- Staff have been invited to present papers at a number of conferences, some of which include:
  1. A presentation on parent work at the ACP Conference 'Adolescent Depression, Real Conversations about what Works'
  2. Two presentations at the Royal College of Psychiatrists' Annual Psychotherapy Conference in collaboration with the Melanie Klein Trust: 'Persecutory Anxiety and Revenge Fantasies as Barriers to Development' and 'The Vicissitudes of Gratitude in Work with Looked After and Accommodated Children'
  3. Contribution to the Scottish University Insight Institute debate, 'Changing the Narrative for Looked after Children'
  4. Presentation of a paper at the Conference 'Narratives of the Therapeutic Encounter', Edinburgh University, 'Dream-Private-Myth Encountered in Once Weekly Psychotherapy with a 10 Year Old Boy'

5. Organisation of Human Development Scotland Conference, 'Moving, Settling, Belonging: Recent Research and Clinical Practice in Fostering and Adoption'
  6. A Conference presentation from doctoral research, 'The Caregiving Relationship under Stress' to the Society for Psychotherapy Research, an international, multidisciplinary, scientific organisation for the promotion and dissemination of psychotherapy research.
- The Course Directors receive joint supervision with a psychoanalyst/organisational consultant once every two months.

#### **4. Developments in the Curriculum**

To coincide with the new university partner and the beginning of the training for the current cohort of five Trainees, a new programme was developed. This programme has been designed to allow Trainees the opportunity to qualify to Doctoral level within a timescale of four years. For those Trainees not proceeding to Doctoral level, there are a number of exit points throughout the course. This would allow trainees to complete the four year training qualifying to Masters level with ACP registration.

The programme has two modules each year; a clinical and research module. 'Module descriptors' were created for the clinical and the research components of the new programme. The Handbook has been rewritten to reflect the nature of this new and innovative training.

Within these two modules, there are four seminars that run throughout the academic year: clinical; theory; research; and workshops that focus on particular topics. This year, the overarching theme of the first clinical module was assessment, including assessment for once weekly/intensive individual psychotherapy; emotional state assessments; assessment of children and young people who are looked after. The research seminar introduced the trainees to the idea of completing a piece of research, and the first research submission was the completion of a systematic literature review.

The Course Directors have a dual role of personal tutor for the five trainees, and offer a minimum of three tutorials throughout the year. There is a minimum of three tutorials per year. The personal tutor sustains a close link with service supervisors throughout the year to monitor and support the clinical placements. Within this structure, in addition, there are two formal meetings that take place on an annual basis; the Placement Review Meeting and the Annual Review Meeting. The Placement Review Meeting reviews the clinical placement and ensures that the Trainee is being supported appropriately in terms of workload, intensive cases, service supervisor and team relationships. The Annual Review Meeting makes explicit links to the ACP Competence Framework, and presents a recommendation as to whether the trainee can proceed to the following year, subject to the passing of clinical and research submissions.

The Course Directors are a key link between the teaching and the practical components of the Training with the aim of ensuring that there is good communication and effective working relationships between those who support the trainee. The staff team meetings, Service

Supervisor meetings, and links with intensive case supervisors aim to support trainees through this demanding training. As a staff group, we are reviewing what works well and what might be reviewed in terms of the curriculum and how areas are taught. The regular reviews with Robert Gordon University also provide a forum to learn from the experience of delivering the training.

In collaboration with Robert Gordon University we have developed marking grids that are specific to each submission. This supports markers and allows consistency when marking submissions. We appointed a new External Examiner, Margaret Hunter Smallbone, who gave excellent feedback in relation to the standard and consistency of marking.

## **5. Student Intake and Placements**

Interviews for the 2017 intake took place in the spring term of 2017. There were ten applicants and originally four training places offered. Funding for another training post was secured within one of the Trusts, and there are consequently five trainees, all of whom have trainee posts within CAMHS settings. There is a geographical spread of posts across Scotland, to include Ayrshire, Lanarkshire, Glasgow and Fife. In one of the areas, this is the first time that trainees have been placed within the Trust.

All trainees are placed in a service where their service supervisor also works. For a small percentage of the trainees, the location of analysis, work and training school involves a significant amount of travel. This can be challenging and we are mindful of the extra pressures of time that can arise in relation to this issue for some of the trainees.

It is a diverse ethnic group that includes two white British trainees and three from a range of ethnic backgrounds. The group consists of one man and four women.

## **6. Student Progression**

The current cohort has begun their second year of training, and qualification is not expected until 2021.

## **7. Qualifications since Last Report**

All five trainees from the previous cohort successfully qualified. Qualifications from this cohort are not expected until 2021.

## **8. Post-Qualification Employment**

All five trainees from the previous cohort are in employment, four within the NHS.

## **9. Academic Completions**

As above

## **10. Issues for the Training School and Host Organisation (where appropriate)**

Although we are a small profession in Scotland, we have a number of qualified and experienced clinicians to draw on to support the Training. The small staff group we have created around us is committed and supportive to seeing the trainees through to qualification and to the on-going presence of child psychotherapy training in Scotland. We greatly appreciate links with our colleagues on a national basis who contribute to the Scottish training with presentations at Intensive Study Events and provision of Intensive Case Supervision. As mentioned previously, we are keen to develop video conferencing links with the ACP and other training schools to support distance learning. This has been a challenging but exciting first year of this new collaborative partnership with Robert Gordon University. The Course Directors continue to learn from the experience of the first year of this doctoral programme and integrate this experience for the benefit of future trainings.

The issue of continued funding to support the training within Scotland continues to be a high priority for Human Development Scotland, NES and the Scottish ACP members. This is continually under review and negotiation by all parties.

## **11. Quality Monitoring (Including Any Complaints and with Reference to University/SHA processes)**

The quality of the academic component of the Training is monitored by Robert Gordon University. There are no outstanding complaints currently under investigation.

Within the programme, we have developed a rigorous structure of feedback mechanisms that are integral to the training, for both staff and trainees. We provide an open forum for trainees to reflect and feedback on their experiences of the academic year. This is organised in a way that allows anonymity for trainees to report back on particular seminars. The process of feedback ensures that their experience is shared, and that trainees may positively influence their training. Trainees are asked to report explicitly on issues of concern in relation to diversity.

Robert Gordon University request that the trainees submit a Student Evaluation Questionnaire, and the Course Directors submit annual reports to the University and Human Development Scotland.

Within the feedback structure, Personal Tutors, Service Supervisors, Intensive Case Supervisor and visiting tutors submit written feedback reports to highlight competence and inform areas for further development of the trainees, whilst also reflecting upon the process of teaching. Paired teaching and CPD within the staff group allows for on-going reflection and development, but is an area that is currently under review by the Course Directors.

## **12. Response to Conditions/Recommendations of the last ACP Accreditation Visit. (Including Action Plans and progress made since Last Report)**

See action plan below.

**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>1. HDS should take action to review and improve their support of 'long distance' service supervision.</p>	<p>This should include providing greater clarity about the roles and responsibilities for those service managers new to hosting a trainee, and strengthen the IT and other infrastructure to support long distance service supervision, in particular using the telephone and Skype more effectively.</p> <p>In addition, the training school may wish to explore examples of best practice used by other training schools supporting long distance service supervision.</p>	<p>In the year 2017-18 there were no Trainees having 'long distance' service supervision. Each Trainee is placed in a service with their Service Supervisor.</p> <p>HDS has created a conference call link, which has been successfully used for meetings between service managers, supervisors and the intensive case supervisors for group meetings.</p> <p>HDS now has video conferencing technology using Skype or zoom.</p> <p>Video conferencing and telephone contact with personal tutors and intensive case supervisors has been in place for several years, without any complaints or problems noted. This continues to be discussed on a routine basis with trainees. Course Directors are mindful of the needs of Trainees when organising Intensive Case supervision.</p>	<p>Evidenced in the 2015-16 Annual Report</p>
<p>2. HDS puts in place a programme of CPD specifically related to teaching, training and service supervision (i.e. not clinical practice) for staff in the training school.</p>	<p>This will ensure that those staff who are retired from practice are up to date with current relevant health and social care policies and service developments and that service supervisors receive specific CPD support for their roles and for their development as service supervisors, independently of training school staff.</p>	<p>During this year, there were two meetings for teaching staff who contribute regularly to the teaching. There will be 3 meetings next year.</p> <p>HDS has proposed a series of CPD seminars that will take place once a term, specifically related to teaching, training and service supervision. All tutors and supervisors will be required to attend at least one per year. There has been a delay in these sessions starting due to the ill health of the</p>	<p>Evidenced in the 2015-2016 Annual Report</p>

CONDITION <i>(as detailed in most recent Re- accreditation Report)</i>	ACTION NEEDED	PROGRESS TO DATE	TIMESCALE FOR COMPLETION
		<p>organiser; however they are scheduled to begin in January 2019.</p> <p>All current Service Supervisors are qualified and registered child psychotherapists, in employment and/or clinical practice. They all have their own CPD that ensures they are keeping up to date with current research, policy and clinical practice. This can be partly achieved by attendance at our Intensive Study Events.</p> <p>Service Supervisors meet once per term to reflect on their roles as Service Supervisors.</p>	
<p>3. That HDS reviews the leadership and membership of the Training Committee to ensure good attendance and there is input from a wider range of stakeholders.</p>		<p>Kathy Duguid, a senior child psychotherapist, has been Chair of the Training Committee since January 2016. The current membership of the Training Committee includes the Chair, the Course Directors and five other Members.</p> <p>Participation in training committee meetings by representatives of NHS Education for Scotland is routine. HDS is working to ensure CAP Training Council membership is representative of the field in Scotland and includes external and independent members. This is an ongoing process.</p>	<p>Evidenced in the 2015-16 Annual Report</p>
<p>4. When reviewing, updating and developing the curriculum the views of service supervisors should be taken into account.</p>	<p>The curriculum is circulated to all Service Supervisors to be discussed and refined based on their suggestions.</p>	<p>Within the Service Supervisor's meeting there is a dedicated time on a regular basis to review the curriculum and collect feedback in relation to the programme, and how this links to the ACP Competence Framework.</p>	<p>Evidenced in the 2015/16 annual report</p>

<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>
5. That HDS considers the development of a strategy and plans for the continuation of the training aimed at hoping to secure longer term contracts with NES and service providers, in order to secure trainee numbers, extension of training in extenuating circumstances and possibly includes more frequent intakes driven, evidenced and supported by workforce planning and service needs. Whilst it is the case that HDS can only work within the policy framework of NES, extending and building further upon the relationships with NES and new service providers and other organisations could help to secure the future for training in Scotland.	Build relationships with the ACP in Scotland to support, where appropriate, the profession's work to raise the profile of child psychotherapy; contribute to the development of Scottish Government policy relevant to child psychotherapy; liaise with NES/NHS Boards on commissioning of future cohorts of trainees.  Work with new university partner in Scotland to develop a collaborative relationship that will facilitate and support the development of relevant research.	HDS chief executive and the ACP Scotland rep are in regular communication with NES, making the case for the importance of ongoing funding for CAP Training.  HDS responded to the Scottish Government's consultation on a 10-year mental health strategy and will take all future, similar opportunities to contribute. In addition, HDS is seeking other approaches to influencing future policy relevant to child psychotherapy by raising the profile of the organisation generally and the CAP training specifically through exhibitions e.g. the Children in Scotland annual conference, the NHS Scotland annual conference and other similar events. HDS now holds 'open days' and evenings, twice a year, to promote courses being delivered at HDS, including the CAP training.	Over time
6. Changes to the curriculum should be reflected in the trainee handbook.		A new Handbook has been written which lays out the structure of the course and full details of the curriculum.	Complete
7. When selecting future trainees HDS should try to ensure that the cohort reflects the diversity of the current CAMHS workforce.	Put in place and monitor a recruitment process in keeping with good practice in encouraging applications from all sections of the community.	The current cohort of Trainees represents a range of ethnic backgrounds. There are more women (4) than men (1).  HDS works jointly with NES to manage trainee recruitment. The process complies with all current NHS policies on recruitment in relation to equality & diversity.	Complete

CONDITION <i>(as detailed in most recent Re- accreditation Report)</i>	ACTION NEEDED	PROGRESS TO DATE	TIMESCALE FOR COMPLETION
		HDS has its own policy on equality & diversity that complies with all relevant legislation.	
8. In response to the direct wish of the trainees HDS managers to consider how best to monitor and review interpersonal relationships within the school and intervene and take positive corrective action when/if any evidence of difficulties arises.		<p>The Chair of the Training Committee met with the Trainees once per term, in confidence, to listen to their views and take action as required.</p> <p>The HDS Chief Executive met with the Course Directors once per term. The aim of these meetings was to develop good working relationships within the course team.</p> <p>There is continued focus on the positive working relationships and communication within the teaching staff group to include the service supervisors by introducing regular meetings to encourage;</p> <ul style="list-style-type: none"> <li>• Regular communication with teaching staff</li> <li>• Regular communication with service supervisors</li> <li>• Using feedback mechanisms to ensure transparency, good lines of communication and early identification of potential areas of conflict</li> </ul> <p>Course Directors also receive regular supervision from a psychoanalytic organisational consultant to help focus on interpersonal issues and to support positive corrective action at an early stage, should any such issues arise.</p>	Complete
9. HDS should find ways of ensuring that trainees have access		The current trainees are based in one location and so this is no longer an issue. Each of them has access to either a	Over time

<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>
to laptops which will help them when they are out in the community and to receive service supervision in a timely way.		laptop or a PC. However, HDS will continue to seek to include laptops in the agreements on trainee working conditions between the Training School and NHS Boards.	
10. HDS/the training school may wish to consider developing a relationship with the ACP in Scotland to establish a more collaborative and structured plan/programme of innovative and inclusive CPD opportunities for Child Psychotherapists across the country.		Joanne Young was appointed as Chair of the ACP regional branch for Scotland in 2016. This has contributed to a more collaborative and structured programme of meetings, which are well attended. The Course Directors attend these meetings, and give regular updates from the Training School.  See Point 5 above.	Completed 2016-17