



ANNUAL REPORT TO THE TRAINING COUNCIL OF THE ACP 2018

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

The management structure and resources available to BTPP have remained largely unchanged in the past year.

Management structure

The educational, training and charitable work of BTPP (which is essentially to provide accessible and quality psychoanalytic education and training in the West Midlands), 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, guide and provide financial governance to 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 Administrators.
- The Management Team's role is to provide day to day management of, and to oversee the design and delivery of, the various psychoanalytical and psychotherapy trainings offered by BTPP. In relation to the Child Psychotherapy Training they ensure its effective running, including;
 - recruitment
 - liaison with Service Supervisors
 - Liaison with clinical placements
 - Liaison with training analysts and psychotherapists
 - Liaison with commissioners and other relevant stakeholders
 - Liaison with the ACP
 - timetabling and the delivery of the training
 - quality monitoring of training seminars
 - supervision of trainees
 - co-ordination of student placements
 - assessment of trainee progress
 - coordination of 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, as of this year, a Trainee Representative.
- The role of the Training Committee is to;
 - provide strategic guidance with regard to the overall work and direction of the training,
 - to advise on and to oversee how trainee progress is monitored
 - to provide guidance on how to respond to concerns around individual trainee progress.
 - to provide guidance on how to address any concerns about the training in general

4. The Advisory Group

- Its membership includes amongst others, BTPP's External Assessor for Qualifying Papers, External Assessor of qualifying Logs, 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 to the Head of Training and the Training Committee on issues concerning the clinical training and general direction of BTPP.

2. STAFFING

The BTPP staff for the academic year 2017/18 included;

- 1 *Head of Training/Director of BTPP (0.8 WTE)* who teaches and supervises on the clinical training, infant observational and CPD courses.
- 2 *Senior Tutor (0.6 WTE)* who teaches and supervises on the clinical training and infant observational courses.
- 3 *Senior Administrator (0.8 WTE) and Senior Administrator (0.4 WTE)* who share the task of administering 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 *7 Senior Tutors* who teach on the Infant Observation Course on a self-employed basis.
- 6 *10 regular Visiting Teachers* who 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 (IN RELATION TO TEACHING AND TUTORING)

All of our Child Psychotherapy Staff teaching on the Clinical Training are Child and Adolescent Psychotherapists are members of the Association of Child Psychotherapists. They also work in NHS Trusts in the region.

Members of the ACP complete CPD returns annually relating to their clinical work as Child Psychotherapists as part of their professional registration. As staff in the NHS Trusts they can access relevant CPD and mandatory courses for their clinical roles.

The staff's ongoing clinical roles also foster a continuing and active engagement with current practice and developments in clinical services. This knowledge and senior level experience is of enormous assistance in keeping their teaching on the Clinical Training fresh, pertinent and informed by current clinical experience.

There is an energetic synergy between teaching and clinical work, augmenting both roles both ways. For example, reading the theory papers, keeping abreast of clinical developments and pressures in NHS CAMHS fosters a learning culture in both the Clinic and Training School.

On top of this the Training School augments this CPD in the following ways;

- BTPP encourages attendance at the ACP conference; the normal Friday Clinical Seminar structure is paused to encourage attendance.
- BTPP runs the Friday and Saturday Open Lecture series and Staff are encouraged and facilitated to attend. Indeed all appropriate training events are open for staff to attend for their CPD free of



charge, for example attending clinically themed days run by Dr. Alberto Hahn (clinical seminars), Dr Ashley Liew Consultant Child Psychiatrist (the major psychiatric conditions and the medications used to treat them), Gretchen Precey and Rose Cull (safeguarding) and Jackie Alexander, Consultant Child Psychotherapist and CAMHS Director and her team (on management and leadership in CAPPT)

- BTPP also supports and releases Staff to play active roles in the ACP itself,
 - Two staff members of the teaching team are on the ACP's Ethics Committee, one is on the training and development group.
 - Another is on the subcommittee of the Training Council that vets that pre-registration Trainees meet the clinical and academic experiences required.
 - One member of staff is on the ACP committee overseeing the integration of the Competencies Framework with the Quality Assurance Framework.
 - One is a reader for the Journal of Child Psychotherapy
- Through a rotating system 5 staff have now been facilitators on the organisational dynamics training 'Networks and Teams under Stress'. This exposure to groups and team dynamics greatly enhances the awareness of group dynamics in any group, including a teaching and learning group.

Teaching staff have given papers in our Friday Open series on topics including;

- Thinking about the roots of Narcissism in a Latency aged boy",
 - "Call the Midwife – who will deliver the teenager?",
 - A team paper on psychotherapy with 18 to 25 year olds in a 0-25 Mental Health Service.
 - Work with adolescents, narcissism and research into access arrangements in foster care.
 - Research in Child Psychotherapy for Children aged 5-11 with Behaviour Problems. What we have learned from doing the TIGA-CUB feasibility randomised control trial.
- As part of BTPP's an annual Courses Review day staff took part in reading based seminar on developing the capacity for teaching and learning.



4. DEVELOPMENTS IN CURRICULUM

- The core theoretical orientation underpinning the BTPP Child Psychotherapy training is Kleinian and post-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.
- Changes to the curriculum for the 2017/18 academic year included;
- Trainees described appreciating the return to weekly Parent work Seminars instead of fortnightly as had been the case 2 years ago.
- The second and third years on the clinical training took part in a 2 day Organisational Dynamics experience led by Lydia Hartland Rowe (Working with Networks Under Stress course, The Tavistock's (CPD 42)). This means that the whole trainee group have now attended this course over the past 2 years.
- In the Saturday Open series we had Clinical workshops from
 - Dr Chris Mawson (On the process of reaching an interpretation),
 - Alison Lee on The Thinking and Contribution to Psychoanalysis of the Scottish School, especially the links between the thinking of Fairbairn and Klein
 - In 2018/19 we plan lectures from Psychoanalysts Dr Chris Mawson, Dr Gearoid Fitzgerald and Claire Cripwell and from Marilyn Milner.

- The Friday Open and Big Day series papers and topics are described above.

5. STUDENT INTAKE AND PLACEMENTS (INCLUDING ISSUES OF ACCESS AND DIVERSITY) NB THIS IS FOR THE CURRENT FIRST YEAR GROUP, RECRUITED DURING THE REPORTING YEAR

BTPP recruited five Child Psychotherapy Trainees to the HEE commissioned West Midlands training posts.

Four of the appointed Trainee Child Psychotherapists are female, one is male. One is from a BME background.



They took up Clinical Placements in Worcester, Walsall, Coventry and Dudley (2).

The quality and numbers of applicants continue to be strong.

6. STUDENT PROGRESSION YEARS 2+. (WITH COMMENTS/REASONS RE ANY CHANGES IN PLACEMENTS/ ANALYTIC ARRANGEMENTS)

In addition to the Five new First Years there are currently a further 21 students in year 2+.

- Last year's five first year trainees progressed as expected into their second year. Due to a period of extended sick leave an extension to training has been requested on behalf of one of this year group from HEE and has been granted.
- The four second year trainees progressed as expected on to their third year.
- The five fourth years are progressing as expected.
- There are a group of year 4 plus Trainees
 - One has returned from a year away maternity leave
 - One is currently on Maternity leave
 - Two started a late and are due to qualify just before Christmas 2018 and late February.
 - One required an extension due to intensive training case issues
 - Two had a period of maternity leaves and returned part-time and are due to qualify August 2019 and 2020.

There were no reported difficulties with analytical arrangements this year.

7. QUALIFICATIONS SINCE LAST REPORT

We had no qualifications in the in the last year for the reasons described above.

8. POST-QUALIFICATION EMPLOYMENT

Not applicable as we had no qualifications

9. ACADEMIC COMPLETIONS (WHERE APPROPRIATE)

Not applicable



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

Funding of the Training

Like the other Training Schools in England concerns persist for BTPP about questions regarding the ongoing funding of the Training arising from the Government's Comprehensive Spending Review.

Recruitment

Recruitment continues to be an uncomfortable process for the training school in that the ≥ 2 year infant observation pre-clinical aspect of the training means that students have to make career plans years in advance of undertaking the clinical training. Currently they (and we) have to do so in the hope (rather than an expectation) that there will be a viable training to undertake when they have finished that course.

Pressures on Clinical Placements

The style and outcome of CAMHS services delivery continues to put pressure on psychotherapy teams and services across the region. Models of work practices, services and professional structures aimed at delivering ever more brief interventions seem to leave little space for psychotherapy.

The impact of this on some CAMHS teams and Service Supervisors in particular is having an effect on the clinical placements available to Trainees.

Yet MDT colleagues seem to continue to value and use specialist psychotherapy as an important team resource. Great effort on the part of the Training School and Service Supervisors has gone into informing managers of services as to the importance of continuing to facilitate the training of the next generation of psychotherapists as a named and identified aspect of job plans.

The commitment of the Service Supervisors to maintaining the quality of the child psychotherapy services and training in the current CAMHS and NHS climate deserves especial mention. Evidence of the enormity of the effort and success in protecting psychotherapy services can be seen in qualifying Trainees' caseload logs which show the remarkable depth and quality of clinical work and training experiences that continues to be offered by psychotherapy teams. This represents a massive achievement on the part of the Trainees and their Service Supervisors.



The overall picture in the West Midlands is quite mixed. Some CAMHS services in the West Midlands continue to develop and have new posts and some unfilled vacancies.

Scarce Training Analysis places

An ongoing issue for the Training in the West Midlands is the continued scarcity of Analytic and Training Psychotherapy places for BTPP Trainees. Some Trainees travel long distances to analysis. BTPP is in the process of supporting the application of a new Birmingham based Adult Psychotherapist to be registered as a Training Psychotherapist with the ACP. Hopefully an application can be completed in time for the next intake in 2019.

Yet the scarcity of analytic places means that some Trainees continue to attend for analysis 3 times per week.

The Training School continues to work on this issue.

11. QUALITY MONITORING (INCLUDING ANY COMPLAINTS AND WITH REFERENCE TO UNIVERSITY/COMMISSIONER AUDIT PROCESSES)

The Training School had its ACP re-accreditation in March 2018.

The quality and atmosphere of the training experience available in BTPP was commended.

There were no complaints made to the Training School in the last year.



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

CONDITION <i>(as detailed in most recent Re-accreditation Report)</i>	ACTION NEEDED	PROGRESS TO DATE	TIME-SCALE FOR COMPLETION
none	n/a	n/a	n/a
RECOMMENDATIONS <i>(as detailed in most recent Re-accreditation Report)</i>			
1. "We are confident that there is a commitment to teaching related to difference and diversity and would recommend more explicit signposting of related issues such as class, race, gender, etc across the programme. One way of addressing this is to further develop and integrate aims and objectives so that they more comprehensively capture the quality and value of all the different aspects of the training".		<ul style="list-style-type: none"> • A review of Learning Objectives drew attention to where these topics had been omitted. This has been addressed. • The reading list has and is being reviewed to add sections on various issues from difference and diversity, especially ethnicity and gender, gender identification. • There are two timetabled events this year which will commence a process of conversation to further address some of the issues, i.e.; <ul style="list-style-type: none"> • A morning on the training, facilitated by the Head of Training and two BME qualified staff, to begin the discussion about the impact of issues relating to diversity and difference on the child psychotherapy 	Over time



		<p>training. The basis for this discussion will be a video by Black American Analysts discussing their experiences.</p> <ul style="list-style-type: none"> This year the applications group is focussing on issues arising from the increase in patients with gender dysphoria on our caseloads. This has prompted a lot of reading around the topic and is leading to further consideration of issues of gender, gender orientation, sexuality and sexual orientation as it emerges in psychoanalytic practice and in psychoanalytic theory. 	
<p>2. “Continue to develop specialist reading lists to highlight the considerable contribution that child and adolescent psychotherapists have made in specialist clinical fields such as work with Looked After and Adopted Children and Eating Disorders etc.”</p>		<p>This has been achieved with a specialist in the fields of eating disorders and looked after children have reviewed the additional reading list and new papers have been added.</p>	<p>Over time</p>
<p>3. “We encourage the school to review the personal tutor role. Although the panel recognised that the present system is reported to be effective by trainees and staff, the opportunity</p>		<p>A review and clearer description of the roles and functions of each of the important relationships in the trainee’s life, i.e. Service Supervisor. Personal Tutor, Line Manager, Case Manager and Intensive Case</p>	<p>Over time</p>



<p>to further define, delegate and authorise the personal tutor role amongst more of the training team would be useful. A clearer description of the personal tutor role in the handbook would also support this.”</p>		<p>Supervisor has been added to the clinical training handbook, including a guide as to what concern to bring to whom.</p> <p>Over time it is hoped to increase the number of Personal Tutors as the number of staff contributing to the training increases.</p>	
<p>4. “Receive consultation and support from the ACP Analysts and Therapists subcommittee to look at opportunities to develop the number of accredited training analysts/psychotherapists, so that more trainees are able to undertake four times per week psychoanalysis/psychotherapy closer to their work places/homes.”</p>		<p>This is an important concern for the West Midlands training. The idea of receiving consultation and support from the analysts and therapists subcommittee is a good one. We are in regular discussion with Margaret Rustin on this topic and she is aware of the struggle and helps guide us in relation to supporting applications from suitable psychoanalysts and psychotherapists.</p> <p>BTPP uses our contacts in adult psychotherapy in the West Midlands to get recommendations about suitably capable psychotherapists. Unfortunately two such discussions in the last year did not result in applications being put forward.</p> <p>We are hopeful to be in a position support an application from a Birmingham based psychotherapist in time to be available for next year’s intake.</p> <p>We are in discussion with local psychoanalysts who are also aware of the struggles and work with us to try and address the scarcity of analytic training spaces.</p>	<p>Over time</p>



5. "To increase the number of trainees returning evaluation forms and providing feedback by recommending the school's aim to redesign the feedback forms and processes to improve returns."		<p>Trainee feedback is vital to maintaining and improving the quality of the training experience.</p> <p>There are various feedback forms on the training, some are completed and returned more often than others.</p> <p>A re-design of the clinical seminar teaching feedback form was completed this year. We have put in place a process to follow up on any forms not completed.</p>	Over time