

PROVISION OF CLINICAL TRAINEESHIPS IN CHILD AND ADOLESCENT PSYCHOTHERAPY

Guidelines on Training Posts for Trusts 2010

1. Introduction

This document sets out the process by which NHS training posts for the clinical training of Child and Adolescent Psychotherapists are developed, accredited and funded. The Northern School of Child and Adolescent Psychotherapy (NSCAP) will accredit and provide funding to NHS trusts that can demonstrate that they are able to provide the learning environment, clinical caseload and supervision necessary for the trainee to complete the clinical requirements of the training. The criteria and process for accreditation are included in this document.

Each year NSCAP will select a cohort of trainees who meet the requirements to train as Child Psychotherapists. These trainees will then be eligible to apply for an NHS funded clinical training post with one of the NHS CAMH services in the northern region that have been accredited by NSCAP. The NHS trusts will interview the applicants and select in the usual way. The trusts are the employers of the trainees during the training period and receive funding from NSCAP. Candidates who are unsuccessful in obtaining a post may have to defer their place on the training until the following year.

2. NSCAP

NSCAP is one of six centres providing training in child and adolescent psychotherapy in the UK; three in London, one in Birmingham and one in Edinburgh. The training that NSCAP provides has received provisional recognition from the Association of Child Psychotherapists (ACP).

NSCAP is funded by the NHS Strategic Health Authorities in northern England through a contract with the Yorkshire and the Humber SHA. It is an NHS organisation which is hosted by Leeds Partnerships NHS Foundation Trust. Additionally, it has the status of “collaborative partner” with the University of Leeds, and also of the Tavistock Clinic and University of East London

The clinical training staff are:

Dr. Janet Shaw, Head of Clinical Training
Lynda Ellis, Clinical Director
Lydia Hartland Rowe, Course Tutor
Caroline Owens, Course Tutor
Simon Cregeen, Course Tutor
Rajni Sharma, Course Tutor

Susie Payne, Course Tutor

Additional teaching, specialist seminars and supervision are provided by experienced colleagues in Child Psychotherapy and other professions from within the region and from other training centres; particularly the Tavistock Clinic.

3. The Training of Child and Adolescent Psychotherapists

Child and Adolescent Psychotherapists are core members of multi-disciplinary child and adolescent mental health teams. Their training equips them to make a unique contribution in understanding the child's perspective of the world. The Child and Adolescent Psychotherapist's primary task is the assessment and treatment of children and their families; with the ability to offer long-term individual psychotherapy when necessary. They also contribute to the service with short term work, under-fives work, family assessments; and provide supervision, teaching and consultation across all tiers and professions, and with other agencies such as social services and education.

The training in child and adolescent psychotherapy provided by NSCAP will enable trainees to develop the academic, clinical and research skills needed to prepare them for practice as professional Child and Adolescent Psychotherapists; eligible for membership of the Association of Child Psychotherapists (ACP). Theory and practice are closely linked and the training reflects an integrated approach, including close attention to the development of psychoanalytic based clinical skills. The training provides a thorough grounding in the emotional development of children and adolescents, drawing on psychoanalytically orientated developmental perspectives. It enables trainees to diagnose and treat a broad range of mental health problems in childhood and adolescence. It encourages clinical sensitivity and solid practice enabling trainees to respond with sensitivity to the multicultural contexts encountered in clinical work. Supervision and personal analysis are important aspects of the training; and help develop in the trainee the personal qualities necessary for clinical practice.

Child psychotherapy is a graduate entry profession and applicants are required to have substantial experience of working with children and adolescents of varying ages. This experience may have been gained in a number of settings; including health, education and social care. Trainees will also have completed a course of study in Psychoanalytic Observational Studies leading to a Postgraduate Diploma/Masters Degree or equivalent qualification.

4. Employment and Funding Arrangements

All of the NHS funding for child psychotherapy trainees in the north of England is managed by NSCAP. The school provides the trusts with funding to cover the trainee's salary and other agreed expenses, and reimburses the costs of trainee's analysis direct to the trainee.

Clinical trainees are employed full-time by the NHS trust with which they are based during the period of their training. They are employed on a training contract that is dependent on their satisfactory progress as a trainee with NSCAP. If the training with NSCAP is ended, for whatever reason, the contract of employment with the trust is terminated. The period of training is normally four years and funding is usually only provided for that period. If, in exceptional circumstances, the training requirements cannot be completed in four years, the training period may be extended by up to a further one year if the training school agrees the requirements can be met in that time.

a) Funding

The funding provided by the Northern School will cover the following items:

TRAINING SALARY

The school will fund salary costs to the employing trust including “on-costs” such as NI and pension contributions. Following the introduction of Agenda for Change Trainee Child Psychotherapists have been placed on Band 6 Points 23 to 26. Trainees’ salaries now rise incrementally through these points subject to satisfactory progress in the training.

TRAVEL EXPENSES

The trainee’s necessary costs in attending lectures, analysis and supervision will be reimbursed via their employing trust. Trainees will submit claims in the normal way to their employing trust which will make payment to the trainee and then reclaim the costs from NSCAP. Trainee’s travel expenses should be paid at the “Public Transport Rate” and should not include travel from home to their “base” service. Therefore, where a trainee travels to analysis or other training activity on the way to or from work, they should only be reimbursed for the costs of additional mileage over and above that which they would otherwise have incurred by travelling directly to and from work and home.

PERSONAL ANALYSIS

The costs of four to five times weekly personal analysis will be reimbursed up to a maximum amount that will be set by the school. This is currently £8,000 per annum for full-time trainees. These costs are reimbursed directly to the trainee rather than via their employer.

b) Part-Time Training Option

In certain specific circumstances it may be possible for trainees to undertake the clinical training in child psychotherapy on a part-time basis (0.8 wte). In establishing a training post trusts should consider whether they would be able to accommodate a trainee on this basis. Part-time trainees would attend one day per week in Leeds for seminars and the remaining time would be spent in the CAMHS team undertaking clinical work. The reduced hours could be split

over three full days allowing one day off per week, or over four shorter days allowing greater flexibility on those days. Attendance at personal analysis would be at least four times per week in the same way as full-time trainees. It is expected that a part-time training would increase the training period from four to at least five years.

c) Service Level Agreement

The undertaking to provide and support a training post will be formalised through a service level agreement between the employing trust and NSCAP. Through this the trust will agree to employ the trainee for the period of their training and to provide all of the requirements for the trainee to complete the training. NSCAP will agree to provide funding for the placement and to undertake regular monitoring in support of the trainee. A draft SLA can be provided alongside this guidance to assist in the process of establishing prospective training posts within trusts.

d) Terms and Contract of Employment for Trainees

Employing trusts should ensure that the contract of employment for the Trainee Child Psychotherapist reflects the service level agreement with NSCAP in that it should state specifically;

- That the contract of employment exists only to provide a training placement for the trainee during the period of their training with NSCAP. Should the trust wish to establish a substantive child psychotherapy post the trainee, upon qualification, would have to apply for a vacancy in the usual way.
- That the length of the contract is for a fixed period of four years but that this may be extended by up to one further year if this is necessary for the trainee to complete the training requirements. The length of contract for part-time trainees would normally be five years.
- That continuation of the contract is dependent on the employee's satisfactory progress as a trainee with NSCAP. If the employee ceases to be a trainee with NSCAP, for any reason, then their contract of employment is terminated at the same time.

5. Accreditation of NHS Trusts as Providers of Clinical Placements

The Northern School wishes to accredit as many NHS trusts as possible to offer placements for trainee Child and Adolescent Psychotherapists but only where it can be clearly demonstrated, through the meeting of the accreditation criteria, that the trust can provide the learning environment, clinical caseload and supervision necessary for the trainee to complete the clinical requirements of the training. Where trusts are not currently able to meet certain of the criteria the Northern School will work actively with them to help put the necessary requirements in place. The criteria are as follows:

a) The Environment

The training placement will usually be within a multi-disciplinary CAMHS team that is supportive of child psychotherapy. Other services will be considered as suitable environments if they can demonstrate that it will offer the trainee a proper range of experience and access to suitable casework. For example, the team should have staff that are willing and able to work with the parents of children who are being seen for therapy.

Trainees need a secure base that provides the mix of casework needed to achieve the requirements of clinical training. They also need a close relationship with other multi-disciplinary team members, and their service supervisor, who must also have a relationship with the whole team, not just the trainee.

b) Service Supervision

The provision of service supervision by a senior Child and Adolescent Psychotherapist to the trainee is a critical part of the training process and it is likely to be this requirement that some trusts will have difficulty meeting where they do not currently employ an experienced Child Psychotherapist. The role of the Service Supervisor is concerned with the management of the student and the student's work within the clinical placement and the student's ongoing clinical and professional development. The supervisor will meet weekly with the trainee.

All trainees must be supervised by a senior Child Psychotherapist. In some circumstances a less experienced Child Psychotherapist may be able to provide supervision where they themselves are supervised by a senior colleague. NSCAP will provide CPD to enable as many Child Psychotherapists in the north as possible to undertake service supervision.

Where trusts do not currently have a Child Psychotherapist employed within their service they may be able to make arrangements to employ a senior Child Psychotherapist from a neighbouring area to work a small number of sessions for them. This person could potentially provide other aspects of a child psychotherapy service as well as supervising the trainee. This would be desirable as it is important for the trainee's supervisor to be engaged with all members of the team and not just the trainee.

Alternatively, it may be possible for arrangements to be made whereby service supervision is "externally provided" by a senior colleague from elsewhere. This may be a Child Psychotherapist in the region or one of the Directors of NSCAP. This role of "externally provided" supervision is potentially a difficult one and so would need to be undertaken by someone with experience of supervision under normal circumstances. NSCAP would need to be involved in setting up and approving an arrangement of this kind. The cost of "externally provided" supervision would have to be borne by the trust employing the trainee as the expectation is that trusts provide service

supervision. The costs include weekly supervision of the trainee themselves plus contact with other team members and managers.

The total cost to the trust of “externally provided” supervision is £6,000 per annum.

Under normal circumstances where the Service Supervisor is a member of the same service as the trainee they would have line management responsibility for the trainee and may hold case management responsibility for the employing trust’s cases. Where service supervision is “externally provided” under the above arrangements the trust would need to consider carefully how the supervisor would be able to communicate and engage with other members of the multi-disciplinary team and who in that team would take on line management and case management responsibilities for the trainee. The trust may wish to consider employing the supervisor on an honorary contract if this was felt to be in support of local clinical governance arrangements.

c) Casework

The CAMHS team in which the trainee is to be placed must be able to provide the caseload necessary to meet the ACP requirements for training as outlined above. In particular the trainee, in consultation with their supervisor, must be able to secure the following within the four-year training period:

- One intensive under 5's (pre-latency) case
- One intensive latency case
- One intensive adolescent case

Intensive therapy cases must be seen at least three times per week for a minimum of one year. One of the cases should last two years. The cases should be a mix of genders. Each of these cases is supervised weekly by a different senior Child Psychotherapist. The cost of this intensive case supervision is funded directly by NSCAP.

- At least six less-intensive cases of a variety of ages and disturbances, to be seen once or twice a week for approximately one year.
- Other experience including work with parents, groups, assessments and the range of work of a multi-disciplinary CAMH service.

d) Practicalities

- Agreement to release the trainee for aspects of training not undertaken in the clinical setting. This includes: attendance at the Northern School for lectures and seminars; other regionally based group seminars; meetings with personal tutors and intensive case supervisors.
- Recognition of the importance of the personal analytic experience in the child psychotherapy training, including a reasonable degree of

flexibility around hours of work in the clinic to enable trainees to attend analytic appointments, particularly where extensive travel is involved.

- A suitable room for use by the trainee whilst carrying out therapeutic work with children. The room should be safe and clean with appropriate privacy and access to equipment.
- Appropriate administrative and clerical support including agreement to support the costs of this and other resources that the trainee may require as part of the team such as equipment.
- Good quality information technology including word processing, email and internet access.
- Additional support for the training through access to NHS library services and CPD opportunities as offered to other members of staff such as attendance at conferences or the purchase of books.

e) Involvement of a “Partner Organisation”

NHS trusts may wish to make use of another service or organisation to help meet the training requirements. There are a number of areas where it might prove useful for the trainee to undertake sessional work, under the continuing supervision of their service supervisor, outside their base CAMHS Team.

Examples of this include:

- Work with other agencies such as social services, a youth offender team or the voluntary sector to gain experience of inter-agency working and the understanding of children, adolescents and professionals in these environments;
- Work with another CAMHS team within the same NHS trust to enable the fulfilment of the caseload requirements, if necessary cases are not available within the base team. This would also be of benefit to the other CAMHS team who would gain experience of working closely with a Child and Adolescent Psychotherapist.
- Work with another local NHS trust that is not able to meet the criterion of providing service supervision currently but which wishes to develop a child psychotherapy service and which could benefit from the experience of working closely with a Child and Adolescent Psychotherapist.

Options of this nature may arise part-way through the training period and it would be the responsibility of the host trust to demonstrate to the school that the partner organisation was able to provide a suitable environment for the trainee.

f) Process for Accreditation

The process of developing and accrediting placements is normally one of mutual agreement between the trust and NSCAP based on an assessment that the service can meet the criteria for provision of the requirements for training in child psychotherapy. NSCAP does though have to take a number of formal steps to ensure the criteria can be met. Normally, the aim would be to complete these steps by March of each year to allow for inclusion of the placement in the list provided to students in April.

The steps in the formal process are:

1. Paperwork sent to all trusts that have expressed interest in hosting a child psychotherapy trainee including:
 - Guidelines on Training Posts for Trusts
 - Application Form for Accreditation
 - Checklist for Trusts developing posts
 - Draft Service Level Agreement
 - Letter re: funding for Finance Departments
 - Draft Trainee Job Description, Person Specification and Knowledge and Skills Framework outline.
2. Trusts complete and return Application Form for Accreditation, setting out how they will meet the requirements for accreditation.
3. Site visit by Clinical Director and Operational Director of NSCAP to confirm ability to meet requirements and discuss any areas for further development
4. NSCAP will formally write to confirm accreditation or, if accreditation is not currently possible, how this may be achieved in future

6. Process for Selecting Trainees and Filling NHS Training Posts

The trainee selection process is in two distinct parts. Firstly, candidates will apply to be accepted as a trainee with NSCAP. The school is required to submit the details of all selected trainees to the Membership Committee of the Association of Child Psychotherapists who will consider whether their qualifications and experience meet the criteria. If accepted, the trainees will become student members of the ACP. The timetable for selection of trainees by NSCAP is shown as part of Appendix B.

Secondly, the successful trainees will apply to one or more of the NHS trusts in the northern region that have been accredited by the school as providers of clinical training posts in child and adolescent psychotherapy. The trusts will then interview the trainees and select who they wish to fill their training post. The key aspects of the process of selection by trusts and associated timescales are as follows:

1. The list of accredited places is revised annually as some are filled and others are developed where there is interest from trusts or potential trainees in a particular locality. It is therefore not possible to publish a definitive list of places in advance of applications to the training in January. Applicants selected for the training will receive formal notification of the available training places for 2010 by the end of April.
2. The school will advise trainees on which places are most likely to meet their needs and be a manageable location for them to combine clinical practice, training and analysis. The aim is for trainees to have a choice of NHS trusts to apply to for their clinical training and there may be competition between trainees for a particular post; especially if there are a number of trainees from one geographic area.
3. As the trusts will be the future employers of the trainees they will interview and select candidates in line with their usual recruitment practice. Applications will be made directly to trusts during May and the interview process should be completed by early June.
4. It is possible that individual trainees may be unable to secure a suitable training place in the year of their initial application, particularly if there is competition for posts in a particular geographic area. If this happens trainees will have to defer their training place until the following year.

Further details of the process of establishing a new training post within a trust are included in a separate checklist for trusts that should be provided alongside this guidance.

Further Information

If you require any additional information about any aspects of these Guidelines please contact the Operational Director of the Northern School of Child and Adolescent Psychotherapy:

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Child and Adolescent Psychotherapy Clinical Training Requirements

The ACP Training Council set out the requirements for training in child psychotherapy and monitors the quality of each training school's delivery.

The theory and technique elements of the training will be delivered at NSCAP's premises in Leeds through a variety of teaching methods. Attendance in Leeds will be for a full day Thursday each week during term time. Specialist seminars and other teaching events will take place on some Fridays in Leeds or regional settings.

The clinical work under supervision will be gained through the clinical placement in a CAMHS team. Through the use of individual and group supervision, and clinical seminars, the trainee will integrate theory and practice. The training period is usually four years. The key elements of the training are:

THEORY AND TECHNIQUE

The "taught" elements of the training cover:

- Human growth and development
- Disturbance of development and psychopathology
- Psychoanalytic theories
- Techniques of treatment and knowledge of relevant research, outcome studies and evidence based methodologies
- Psychotherapeutic techniques

CLINICAL WORK UNDER SUPERVISION

i. Intensive Psychoanalytic Cases

Students are required to treat three patients in intensive psychoanalytic therapy. These patients attend from three to five times per week. The cases must include:

- a pre-latency child (under five years of age unless developmentally delayed)
- a latency child
- an adolescent

It is not usually acceptable for all three cases to be boys or, conversely, to be girls. This is only considered if it proves impossible to find a suitable mix of cases and if the trainee has substantial experience of the other gender in non-intensive work.

One case is expected to be in treatment for two years and two cases for a minimum of one year each. In practice, the period of treatment may be longer as determined by the clinical indications in each case.

Trainees may not be able to commence intensive training cases at the very start of the training. The minimum requirements for commencing intensive work are:

- the student has completed one year of personal psychoanalysis
- the course tutors and service supervisor agree that the trainee is ready to undertake intensive psychoanalytic work.
- the student's analyst/therapist has been contacted for his/her view.

Each case will be supervised by a different intensive-case supervisor for at least one year. Supervision is on a weekly basis. The two year case will be supervised for two years but after one year the frequency of supervision may be changed to fortnightly if appropriate.

ii. Non-Intensive Cases

In addition to intensive work, students are required to treat children and adolescents on a less intensive basis, once or twice weekly. Generally, the experience will be of at least six such cases and each treatment should last a minimum of one year.

iii. Parent Work

A parent or parental couple, whose child may or may not be in therapy, must be seen for at least one year. If more than one such case is undertaken, this may replace one of the required non-intensive child cases.

iv. Other Clinical Experience

Psychotherapy with a family, or group therapy with children or adolescents, is encouraged. An experience with a family or group may replace one of the required non-intensive cases as appropriate.

Students are expected to gain experience of the following :

- brief psychotherapeutic work
- co-work with colleagues from other clinical and non-clinical disciplines
- assessment of children and adolescents for psychotherapy
- generic assessment work. Initial meetings with families etc.

The total experience in intensive and non-intensive work must include varying ages, both sexes and a range of clinical presentations and levels of disturbance.

Towards the end of the training period, students are expected to develop skills in consulting to other members of the professional network and may undertake some form of teaching-role under supervision.

PERSONAL ANALYSIS

Personal analysis makes a central contribution to the trainee's growth and development as a Child and Adolescent Psychotherapist. It enables trainees to further their awareness, understanding and tolerance of unknown parts of their personality and enhances their sensitivity and capacity to reflect on their cases. During clinical training, students are expected to have a minimum of four, and where possible five, sessions of analysis per week. The school will assist trainees in finding an analyst but the process of analysis is kept as separate from the training as possible.

Trainees have to balance the requirement to attend regular analysis with the demands of their employment and the need to complete all of the clinical training requirements within the period of the training. Trainees often attend analytic sessions outside clinic working hours. With the agreement of their service supervisor and trust there may be some flexibility around the hours of work in the clinic to enable trainees to attend analysis, particularly where extensive travel is involved.

Timeline of Application Process for NSCAP Trainees 2010

