

## **Clinical Training in Child and Adolescent Psychotherapy (DChPsychPsych) (Ref. M80)**

### **AIMS**

A course based upon experience of clinical work which, together with the course in Psychoanalytic Observational Studies (M7) as a pre-clinical component, leads to qualification as a child psychotherapist recognised by the Association of Child Psychotherapists and the Department of Health.

### **CONTENT AND METHOD**

#### **I. Psychotherapeutic Experience during Clinical Training**

##### a. Intensive Psychoanalytic Cases

Students are required to have three cases attending for intensive psychoanalytic therapy. Such patients attend from three to five times weekly. The cases include a prelatency child, a latency child and an adolescent. One case is expected to have been in supervised treatment for two years and two cases must have a minimum of one year in supervised treatment. In practice the periods of treatment are often considerably longer.

b. Students are also required to treat a variety of children and adolescents on a less intensive basis, (i.e. attendance once or twice weekly). Generally, experience will be obtained with at least six such cases for at least one year's therapy.

c. Experience of psychotherapy with a family and/or of group psychotherapy with children or adolescents is encouraged. This work can replace up to two of the non-intensive psychotherapy cases required.

d. Students also acquire experience of psychotherapy or casework with one or more parent or parental couple, whose children may or may not be in treatment. A parent or parental couple must be seen for at least one year. If more than one such case is undertaken, this can replace one of the non-intensive child cases.

e. In addition to long-term work using the psychoanalytic method, students gain extensive experience of brief work, including assessments and consultation with children, young people and families.

f. Much of the above experience will require work as a member of a multi-disciplinary team which may include a psychiatrist, social worker, psychologist, specialist nurse, family therapist and members of other disciplines working within the NHS. Some cases may also include co-operation with colleagues from non-clinical fields such as local authority social workers, residential social workers and teachers. Students are

required to become familiar with the contributions of other disciplines and to learn to work as a member of a team.

g. Responsibility for day to day work with a patient is regarded as residing with the student undertaking the treatment, in conjunction with the senior clinician who has overall responsibility for the case, and with other members of the clinical team. This applies to cases seen at the Tavistock Clinic and to those cases treated in other clinics.

h. Work with community and professional care-givers is encouraged, both during and after training, and it is anticipated that most students who complete this course will function in some kind of teaching or consultative role.

i. Research work is an integral part of the training and students will have experience of membership of two or more clinical research workshops.

Work on the clinical research thesis which is undertaken in the fourth year is supported by two supervisors. It is anticipated that one of these will usually have supervised the intensive clinical work from which the clinical research is developed. The second supervisor will offer a critical academic perspective and may also have relevant specialist clinical experience.

#### **2. Programme of Teaching Events**

##### a. Supervision

Students receive individual weekly supervision on each of the three cases attending for intensive psychotherapy. The supervision of each of these cases is given by a different supervisor. Students are required to write detailed notes on the sessions with their patients and these are discussed with the supervisor. The function of a supervisor is to help the student to understand the patient's communications and to discuss the management and setting of the psychotherapy. The overall responsibility for the case, which is likely to involve other members of the family, rests with a senior clinician.

The supervisors of the first two cases will be senior tutors of the Tavistock Clinic. An external supervisor, either a qualified child psychotherapist or psychoanalyst, may be chosen for a subsequent case in consultation with the tutor. Individual supervision on cases attending once or twice weekly may also be available in the early stages of training.

For those trainees employed in NHS settings, weekly supervision is also provided within the local service.

#### b. Group Supervision

Throughout the training each student will be a member of a small group of some four or five trainees and a supervisor who meet weekly to discuss ongoing work. This includes assessments and ongoing psychotherapy cases. Members are able to become familiar with one another's cases and individual styles of work.

#### c. Clinical Seminars

These are provided throughout the training. They are larger groups providing further opportunity for sharing thoughts about ongoing clinical work with cases which are not receiving individual supervision. The following seminars are provided:

i. Year based clinical seminars for Year I, these are mainly concerned with psychotherapy with children and adolescents, but are also available for the discussion of assessments and selection of cases, and for broad professional issues. For Year IV, these address issues pertinent to ending training (for example, clinical thinking about ending cases) and preparation for employment in the NHS, including attention to NICE guidelines, CAMHS strategic developments and so on.

ii. Clinical seminars concerning work with parents. All students attend a seminar concerning parental work for at least one year, and where possible for two years.

iii. Students are also expected to choose in the later years of their training from a selection of specialised seminars on assessment work, brief counselling, long term work with adolescents, family therapy, and group therapy with children or adolescents.

#### d. Academic Support

Seminars to develop skills in report writing and to oversee the construction of portfolios are provided in Years 3 and 4.

#### e. Theoretical Teaching

There is a weekly theoretical seminar throughout the four years of the course. In the first year, there is an introductory study of the setting for psychoanalytic psychotherapy with children and adolescents and an extended study of some of the basic concepts used in clinical practice. This builds on the knowledge of theory gained in the Observation Course. There is also an opportunity to attend a lecture series reviewing the development of psychoanalytic theory from Freud to the present day; this lecture course is organised for trainees from all disciplines within the Clinic and is a valuable chance to integrate diverse perspectives. In the second year, there is a detailed study of Melanie Klein's 'Narrative of a Child Analysis'; and of other classic individual case studies. The focus is on

following the progress of the analytic process, studying the conceptualisations which develop from the clinical material, and discussing the theoretical problems which arise within a historical approach to understanding psychoanalytic theory. In the third year, there is a focus on the work of W.R. Bion and on the contributions of the other major post-Kleinian thinkers.

In the final year, students are offered the opportunity to read widely in ways which will help them towards the writing of their qualifying clinical paper. The reading list is therefore created within the seminar and arises from particular clinical interests. It includes clinical, technical and theoretical papers and aims to bring students into close contact with current developments in the field.

Students are encouraged to read as much and as widely as they wish in psychoanalysis and related disciplines. The attempt throughout the course is to encourage an attitude to the literature which values it in particular for its capacity to illuminate phenomena encountered in clinical work.

#### f. Departmental Events

The departmental events of the Child and Family and of the Adolescent Departments are available to psychotherapy trainees and include the following:

i. Regular workshops of the Child and Family Department which currently cover work with fostered and adopted children, infant mental health, specialised approaches to autistic children, work involving the courts and child sexual abuse, work with refugee children, psychotherapeutic approaches to learning disabled patients, and group work.

ii. Multi-disciplinary clinical team meetings of the Child and Family Department.

iii. Open meetings of the Adolescent Department and monthly clinical meetings of the Child and Family Department.

iv. Assessment Workshop of the Adolescent Department.

v. Specialised Workshops in the Adolescent Department include:

- Eating Disorders
- Brief Psychotherapy
- Young Peoples' Counselling Service
- Family Therapy

#### g. Clinic Events

i. Introductory Event; Interdisciplinary Two Day Event; Ending Event.

ii. Monthly Tavistock Clinic scientific meeting.

iii. Five Day Tavistock Group Relations Event, held annually. Students are expected to attend this at some point in their training.

iv. Four day Management Training for final year students.

#### h. Assessed Work

The course provides an academic as well as a professional qualification. Course members are now registered for the postgraduate degree of Doctor of Child Psychoanalytic Psychotherapy at the University of East London. The assessment procedures for this qualification have been carefully developed to build on the clinical work undertaken by all trainee child psychotherapists. There is written work at the end of every year and feedback from this is used to support the further development of academic skills where necessary.

A clinical research thesis (25,000 - 45,000 words) is written at the end of the course. This demonstrates the capacity to integrate relevant psychoanalytic theory and research, and reflect on theory and practice, in relation to one of the cases seen intensively during the course of training. The thesis includes the formulation of a research question and a literature review.

#### i. Tutorial Arrangements

Each student has a personal tutor who is available for consultation about all aspects of the work, about choice of options and of supervisors, and also for discussion of any personal problem which arises at the Tavistock Clinic or elsewhere.

In addition a senior tutor will be available who has a particular responsibility for clinical work undertaken in each of the Tavistock Clinic Departments. Those working in external clinics will have managerial supervision from a senior psychotherapist working in the area, and liaison will be maintained by a Tavistock Clinic tutor.

### 3. Personal Analysis

Students may, or may not, already be in analysis when they begin the Observation Course. For those who are not, the first year of the course gives them an opportunity to form some idea of the unconscious emotional depths which can be stirred by a closer acquaintance with, and responsibility for helping to contain, the anxieties of others in distress. It may lead to the kind of disturbance of complacency, and to the state of self-questioning, which is the best frame of mind in which to begin analysis.

During clinical training, students are expected to have a minimum of four and where possible five weekly sessions of analysis. For students travelling long distances for analysis, three times a week may be agreed. Students are required to have at least one year's personal analysis with a minimum of three weekly sessions before embarking upon the intensive treatment of an analytic case as part of the clinical course. Analysis is expected to continue throughout the training.

Personal analysis is kept as separate from the training as possible. Analysts are not, as a rule, consulted about a student's progress. They are asked whether, in their opinion, there is any contra-indication to a student's undertaking clinical training and beginning an intensive case under supervision, and finally whether they have any objection to the student being recommended for qualification and membership of the Association of Child Psychotherapists. The Training Management Group is responsible for the assessment of the student's work, for decisions concerning acceptability for clinical training and for decisions concerning qualification.

The analysis is seen as a private matter which, hopefully, will give the student a better acquaintance with hitherto unknown parts of their personality and help them to live with them rather than to project them. The analyst's unique function is to help in this process.

### 4. Employment

Membership of this course depends on employment as a trainee child psychotherapist on a full time or on a part time basis, where clinical work is undertaken under supervision.

The SHA WDDS commission a number of full-time or maximum part time (0.8) NHS funded training posts each year. Successful applicants are provided with generous support towards training costs, including course, supervision and analytic fees, travel expenses etc. These posts are open to trainees in all the approved training schools, and are competitive.

In addition to these training schemes, some other full or part-time trainee child psychotherapy posts are advertised from time to time.

The Tavistock Clinic has a limited number of paid sessions for the employment of trainees who may be attached either to the Child and Family Department or to the Adolescent Department. These sessions are advertised internally. All clinical trainees are eligible to apply.

The organisation of the course enables training to be available to those living and working at a considerable distance from London, and the tutors are committed to facilitating development of training on as wide a geographical basis as possible.

### MEMBERSHIP OF THE COURSE

Annual intake is usually 16 - 20. The prerequisites for those who apply for this course are as follows:

#### a. Work Experience

Candidates for training are required to have substantial experience of working with children and adolescents of varying ages. Such experience may be obtained in settings provided by the health, social or educational services and it is desirable that it should include work with children under five.

#### b. Pre-clinical Studies

Before commencing the clinical training students need to have satisfactorily completed the course in Psychoanalytic Observational Studies, including the required written work. Occasionally those who have already qualified in child psychotherapy overseas or who have obtained other relevant professional qualifications and clinical experience with children may be considered for exemption from some events of the Observation Course.

#### c. Personal Suitability

The Observation Course provides an opportunity for gradual assessment and self-assessment for suitability for working in psychoanalytical psychotherapy. Over the two year period, course members will have opportunities for discussion with their personal tutors about the appropriateness of applying for clinical training. When a further period of development seems required, applicants are encouraged to re-apply at a later date. The self-understanding obtained in personal analysis is an essential aspect of students' assessment of their own suitability.

#### d. Academic Requirements

The academic pre-qualifications required by the Association of Child Psychotherapists are a degree of honours standard in psychology or some related subject, or an honours degree in another subject followed by a course which includes the scientific study of human nature. The Observation Course is regarded as such a course. For those who already possess an Honours Degree, the Masters Dissertation component of the Observation Course is not an essential requirement, but potential applicants are encouraged to complete this.

#### e. Personal Analysis

While undertaking the course of Observational Studies analysis is optional. Those who are considering applying for the clinical training should discuss commencing analysis with their personal tutor. A minimum of one year of analysis on a three times a week basis is required for entry to clinical training.

### **METHOD OF SELECTION**

Preliminary enquiries may be made at any time but applications can only be considered from those who have completed not less than four terms of the course in Psychoanalytic Observational Studies. Applicants will be invited to a personal interview to discuss their application during March and April. Occasionally a second interview will be arranged.

The views of the personal tutor and seminar leaders, the written work submitted, and the interview, form the basis for the decision of the Training Management Group. Offers of places on the course are made at the beginning of May.

### **DATES AND TIMES**

#### **Duration of Clinical Course:**

Four to five years.

The programme for the clinical training in child psychotherapy is based upon a course of four years' full-time clinical work and study.

The majority of students who take the training on a full-time basis are able to combine some 15 to 25 hours of clinical work with participation in the full range of teaching events available. For those for whom such a full programme is not possible, the course may be taken on a part-time basis over a more extended period.

It is possible to take the main training events on the basis of attendance on one whole day, a Wednesday. There are some opportunities for seminars on other days of the week for those who are more flexibly available. The time required for personal analysis and individual supervision is additional to this.

The required practical experience of clinical work and the wide range of optional training events make this a very intensive course. We hope and aim to offer a training which will help to educate professionals to be capable of independent work and initiative.

In common with other Health Service Professions there is a requirement from the Professional Association (ACP) to demonstrate continuing Professional Development (CPD) following qualification, and particularly in the first year post qualification.

### **RECOGNITION AND QUALIFICATION**

#### **Association of Child Psychotherapists**

The Tavistock Clinic course is one of six trainings recognised by the Training Council of the Association of Child Psychotherapists. The other trainings are at The Anna Freud Centre, The Northern School of Child Psychotherapy, the British Association of Psychotherapists, the Scottish Institute of Human Relations and the Birmingham Trust for Psychoanalytic Psychotherapy. Students offered a place on the Tavistock Clinical Training are recommended for acceptance to the Training Council of the Association of Child Psychotherapists and are then eligible for Student Membership of the Association, and on satisfactorily completing the course, for full Membership.

#### **University of East London**

Successful completion of the course leads to the Doctor of Child Psychoanalytic Psychotherapy award .

## Department of Health

Students who have been accepted for clinical training are eligible for employment in the National Health Service as trainee child and adolescent psychotherapists. Those who have satisfactorily completed the training are eligible for membership of the Association of Child Psychotherapists and for employment as qualified child psychotherapists.

## Tavistock Society of Psychotherapists

Membership of this society is open to graduates of the Child Psychotherapy training. The society brings together child and adolescent and adult psychotherapists and family therapists in a body which aims to provide an ongoing scientific programme and to support further professional development in a multi-disciplinary grouping of professionals committed to work in the public sector. Child Psychotherapists are strongly represented within the society. Students on the course are eligible for Student Membership.

## CRIMINAL RECORDS BUREAU

Students enrolling on this course must obtain a Criminal Records Bureau (CRB) Enhanced Disclosure for the Trust's records. Students who are offered and accept a place are advised to contact the CRB as soon as possible ([www.crb.gov.uk](http://www.crb.gov.uk) or 0870 9090 811). Please note that we cannot accept a photocopy of any existing disclosure you may have and that the fee for obtaining a disclosure is payable by the applicant.

## ORGANISING TUTORS

Margaret Rustin  
Catrin Bradley

## ACADEMIC TUTOR

Sarah Gustavus-Jones

## TRAINING MANAGEMENT GROUP

Jonathan Bradley      Catrin Bradley  
Margot Waddell      Sarah Gustavus-Jones  
Margaret Rustin

## RESEARCH TEAM

Michael Rustin, Visiting Professor  
Maria Rhode, Professor of Child Psychotherapy  
Cathy Urwin, Research Fellow

## COURSE TUTORS

Anne Alvarez*	Corinne Aves
Rebecca Bergese	Catrin Bradley
Elizabeth Bradley	Jonathan Bradley
Sue Coulson*	Helene Dubinsky*
Judith Edwards*	Louise Emanuel
Sarah Gustavus-Jones	Alberto Hahn*
Anne Hurley	Gill Ingall
Emil Jackson	Judith Jackson*
Jenny Kenrick*	Trudy Klauber
Meira Likierman	Lisa Miller
Lynda Miller	Sheila Miller
Antje Netzer-Stein	Maria Rhode
Margaret Rustin	Judy Shuttleworth
Hilary Stonebridge	Cathy Urwin
Margot Waddell	Gianna Williams*
Biddy Youell	

\* Visiting teachers

## FEES

For sponsored students, fees are paid by the sponsors. The fees are not yet confirmed, for details contact the Course Administrator; see below.

## CLOSING DATE

3 February 2006

Completion of this course leads to the award of the Tavistock Clinic/University of East London degree of Doctor of Child Psychoanalytic Psychotherapy (DChPsychPsych).

## FURTHER DETAILS:

Course Administrator, Directorate of Training and Postgraduate Education  
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