

# Quality Network for Inpatient CAMHS 18<sup>th</sup> Annual Forum

Royal College of Psychiatrists, 21 Prescott Street, London, E1 8BB  
#QNICForum

## Staff Wellbeing and Reflective Practice Friday 14 June 2019

09.30 – 10.00	<b>Registration and Refreshments</b>		
10.00 – 10.10	<p><b>Welcome</b>  <i>Paul Abeles, Consultant Clinical Psychologist, Galaxy House, Central Manchester &amp; Manchester Children's Foundation Trust</i>  <i>Turlough Mills, Consultant Psychiatrist, Little Woodhouse Hall, Leeds Community Healthcare NHS Trust</i></p>		
10.10 – 10.30	<p><b>Quality Network for Inpatient CAMHS Project Update</b>  <i>Arun Das, QNIC Deputy Programme Manager</i>  <i>Hannah Lucas, QNIC Programme Manager</i></p>		
10.30 – 12.10	<p><b>Keynote Speeches:</b></p> <p><b>Wellbeing and Reflective Practice: exploring their significance in practice (25)</b>  <i>Prof Adrian Sutton</i>  <i>Squiggle Foundation</i></p> <p><b>The Integration of Reflective Practice into Models of Care (40)</b>  <i>Karl Huntbach, The Northern School of Child and Adolescent Psychotherapy Clinical Service</i>  <i>Esther Powell and Claire Lincoln, Vision Housing</i></p> <p><b>Innovations in Inpatient Training in the South West – Introducing the CYP IAPT Inpatient Training Programme (20)</b>  <i>Hannah Sherbersky</i>  <i>Programme Lead: CAMHS Inpatient Training, University of Exeter</i></p> <p><b>Panel Discussion (15)</b></p>		
	<b>Coffee Break</b>		
	12.10 – 12.25	<p><b>Workshop 1</b>  <b>Building a resilient workforce: supporting staff in an inpatient CAMHS unit through facilitated interdisciplinary reflective practice groups</b>  <i>Alice Rees, Head of Quality and Governance &amp; Deputy Hospital Director</i>  <i>Huntercombe Hospital Stafford</i>  <i>Maureen Smojkis, Lecturer</i>  <i>University of Birmingham and Director of Active Listening for Wellbeing CIC</i></p>	<p><b>Workshop 2</b>  <b>Integrating psychodynamic, systemic and ethical analytic approaches in reflective work discussion groups.</b>  <i>Prof Adrian Sutton</i>  <i>Squiggle Foundation</i>  <i>Dr Michaela Edwards</i>  <i>Nottingham Business School</i></p>
13.10 – 14.00	<b>Lunch</b>		
14.00 – 14.45	<p><b>Workshop 4</b>  <b>Balint Group Exercise (Limited to 30)</b>  <i>Dr Turlough Mills</i>  <i>Consultant Psychiatrist</i>  <i>Little Woodhouse Hall</i>  <i>Dr Emily Clavering</i>  <i>Consultant Psychiatrist</i></p>	<p><b>Workshop 5</b>  <b>'Working with Young People' Programme: A multi-modal Quality Improvement model for Inpatient CAMHS</b>  <i>Dr David Kingsley, Clinical Director (CAMHS)</i>  <i>Kris Irons, Specialist Director</i>  <i>Priory Healthcare</i></p>	<p><b>Workshop 6</b>  <b>Staff Mental Wellbeing</b>  <i>Julie Pearson</i>  <i>Staying Well at Work Service Coordinator</i>  <i>CNWL NHS Foundation Trust</i></p>
14.45 – 15.00	<b>Break (no refreshments)</b>		
15.00 – 15.45	<p><b>Debate: 'This house believes that any CCTV in an inpatient unit damages the therapeutic milieu'</b>  <i>Chaired by Paul Abeles and Turlough Mills</i></p>		
15.45 – 16.00	<b>Evaluation and Prizes</b>		
16.00 – 17.00	<b>Wine Reception</b>		

## General Information

**Registration:** the registration desk will open at 9.30 on Friday 14 June 2019. It will be attended by staff in the morning.

**Workshops:** you will need to sign up to workshops on the first floor after signing-in to the registration desk.

**Fire exit:** no fire drills are scheduled during the conference. If the alarm is sounded, please leave the venue immediately, following the fire exit signs.

**Wi-Fi:** there is free Wi-Fi available throughout the College.

**Wifi name:** RCPsych-WiFi

**Password:** RCP19@w1f1

**Speaker presentations:** presentations will be sent out to all delegates by email after the conference.

**Security:** for security reasons we ask that you wear your identity badge at all times to gain access to the college facilities. Please do not leave your valuables unattended.

There is a cloakroom available next to room 1.1. The College does not accept any responsibility for items left in the cloakroom.

**Multi-faith room:** please ask staff at the conference registration desk for assistance.

**Certificates of attendance:** If you require a certificate of attendance please email [QNIC@rcpsych.ac.uk](mailto:QNIC@rcpsych.ac.uk) after the event, we will be delighted to email you a copy.

**Mobile phones:** for the benefit of other delegates and speakers please switch your phone on to silent mode during the conference.

**Twitter:** follow us on social media: @CCQI\_ / @RCPsych #QNICforum

**Photography:** please note that photographs will be taken throughout the Forum. These will be used by the College for marketing and publicity in our publications, website and on social media. Please contact the QNIC team on the day, if you have any concerns or if you wish to be exempted from this activity.

**Request board:** we have number of upcoming reviews and we also require a venue to host our QNIC Accreditation Training in or around Central Manchester for October 2019. If you can help, please speak to member of the Project Team.

**Feedback forms:** A feedback form will be in your delegate's pack. Please complete and return it before you leave. It helps the Project Team improve your experience.

# QNCC Annual Forum: Speakers and Workshops

## Keynote speakers:

### Wellbeing and Reflective Practice: exploring their significance in practice

Prof Adrian Sutton

Squiggle Foundation

*Wellbeing and Reflective Practice are terms which have acquired an increasing presence in professional training and practice. The popularity of the term 'work-life balance' implies that there are mixed feelings about any necessity to engage in an occupation. Is 'life' something which happens outside work? Is 'work' something which is not part of a satisfactory 'life', an incursion into it?*

*However, a recent influential definition of Reflective Practice is 'the process whereby an individual think analytically about anything relating to their professional practice with the intention of gaining insight and using the lessons learned to maintain good practice or make improvements where possible'. Other definitions emphasise that productive Reflective Practice should not be a solitary activity but include engagement with other colleagues at all levels.*

*Focusing on "Wellbeing and Reflective Practice" as a singular theme for the day, implies a relationship between the two. So, is reflection "good for you"? Reflective Practice provides practitioners with an opportunity to debrief and decrease the likelihood of burnout or vicarious trauma. It requires practitioners to recognise not only their own good practice but any poor practice and contend with any consequent loss of self-esteem or upset with the understanding that the pursuit of "professional wellbeing" means sometimes feeling bad.*

*Adolescent in-patient work provides particular challenges consequent upon the developmental challenges which the young people are facing and the sometimes intensely disturbed and disturbing-to-be-with experiences they have. The presentation will consider the implications of these in relation to the value of reflective practice in promoting personal and professional wellbeing to provide sustainable services.*

### The integration of reflective practice into models of care

Karl Huntbach, The Northern School of Child and Adolescent Psychotherapy Clinical Service

Esther Powell and Claire Lincoln, Vision Housing

*This keynote presentation provides examples of how reflective practice plays a fundamental contribution to the developmental needs of children and young people and the professionals working with them. The role of reflective practice in the models of care within different contexts will be discussed whilst drawing from clinical examples of innovative practice in an inpatient CAMHS unit and a specialist housing support service for young people and younger adults. The role of reflection as a means for observing and considering the projective processes as they arise are considered from psychoanalytic perspectives. The commitment to reflective practice across a housing support organisation in partnership with an NHS service will illuminate some of the broader issues and process inherent within creating and maintaining reflective structures to support practice. To conclude the learning generated from reflective practice and how this contributes to the wellbeing of those working within an organisation and the outcomes for children and young and people will also be discussed.*

*This is a joint presentation presented by The Northern School of Child and Adolescent Psychotherapy Clinical Service and Vision Housing.*

### Innovations in Inpatient Training in the South West – Introducing the CYP IAPT Inpatient Training Programme

Hannah Sherbersky

Programme Lead: CAMHS Inpatient Training, University of Exeter

*Hannah Sherbersky, Programme Lead for this ground-breaking training, presents an overview of this research informed course and explores initial findings about impact on the region. The South West collaborative, the University of Exeter, has been delivering a range of CYP IAPT programmes since the start of the initiative in 2011. In March 2016, the University made a successful bid for funding to start preliminary scoping for the development of a CYP inpatient training; engaging key stakeholders, delivering outreach activity and developing a baseline assessment.*

*Information and ideas from the four regional generic inpatient units within the collaborative were fed back into the national curriculum group and the training was then developed and initiated in 2018. Since September 2018, 65 multi-disciplinary staff have been trained on the 10-day course thus far, with a further 65 places planned for the autumn. The presentation will include feedback from staff and provide information about the ongoing related*

research projects; including the development of clinical supervision, the use of appropriate outcome monitoring and the authentic involvement of parent and carers within inpatient care.

## Workshop Presenters:

### Workshop 1

#### **Building a resilient workforce: supporting staff in an inpatient CAMHS unit through facilitated interdisciplinary reflective practice groups**

Alice Rees, Head of Quality and Governance & Deputy Hospital Director

Maureen Smojkis

Huntercombe Hospital Stafford

*Working in health care can be rewarding, however, it can also lead to burn out, compassion fatigue and vicarious trauma (Wicks 2006). Building personal resilience in the current climate is a challenge, however, it is acknowledged that to enable the workforce to maintain their own wellbeing and resilience, organisations have a responsibility to create healthy working environments (RCN 2006). In recognition of this, an interdisciplinary reflective practice group has been organised meeting fortnightly for an hour and is supported by an external facilitator.*

*The group process is supportive, collaborative and non-threatening and enables all group members to identify their own goals. It is underpinned by an integrative approach to reflection/supervision based on person centred and solution focused theory that has been developed by Maureen Smojkis in a variety of health and social care settings. Whilst individual reflection is of value, there are clear benefits to group reflection for staff, service users and the organisation. The process requires the participants to bring an issue from practice and then six clear steps are followed resulting in the presenter identifying a goal/goals for themselves. The experiential process ends with each member of the group identifying something that they have found useful in the discussion.*

*The intention of this interactive workshop is to talk through the theory underpinning the model give feedback from the evaluation and to demonstrate the model through an experiential workshop.*

### Workshop 2

#### **Integrating psychodynamic, systemic and ethical analytic approaches in reflective work discussion groups**

Prof Adrian Sutton, Squiggle Foundation

Dr Michaela Edwards, Nottingham Business School

*The application of psychodynamic and systemic theories to work discussion groups and organisational consultation are well-established approaches. They involve open-mindedly examining events in order to consider the different contributing factors which influence the ability of clinical services to provide optimal services. Individual supervisors/facilitators may declare a particular theoretical orientation, but it may be more useful to consider whether or not different theoretical approaches could be integrated to act as triangulation points, orientating practitioners through their different perspectives.*

*Issues of autonomy, responsibility and authority are key issues in the ethical analysis of professional practice. They also become crucial relational issues to be negotiated in adolescence. The potential for complex issues involved professionally, organisationally and clinically have self-amplifying effects in adverse ways and means that integrating ethical analytic approaches in reflective practice with individuals, groups and organisations can offer an additional point of orientation when deciding what are reasonable actions in clinical practice. This perspective can be integrated with an understanding of intrapersonal, interpersonal and organisational dynamics to support clinical interactions, treatment planning and service operation.*

*The workshop will provide an opportunity to develop the themes from the plenary presentation and to examine how reflective practice can support good practice and sustain practitioners in their clinical role.*

### Workshop 3

#### **Involving young people in staff training, recruitment and service developments – From a Young Person Advisor**

Hannah Sharp

QNIC/QNCC Young Person Advisor

*This presentation and workshop seeks to enable services to think more creatively about how to involve young people in staff training, recruitment and service development. Encouraging participation within an inpatient environment presents unique challenges, but not ones which are impossible to resolve. Increasing focus on participation generates improvements not only in the care young people receive, but also improves the overall environment of a service for both staff and the young people themselves.*

*We will firstly look at how these areas of best practice fit into a wider model of participation. We will discuss the value of participation from the perspective of young people with experience of CAMHS services. Then, we will think about some of the common challenges faced by services when encouraging participation. Working against the QNIC standards, we will then share suggestions (from both delegates and the presenter) based around how we can work innovatively to meet them by overcoming these challenges. Finally, there will be an opportunity for questions and answers about any aspect of participation.*

*The aim of this presentation and workshop is to be entirely interactive and allow delegates time to discuss and plan how they can help to improve participation in their service. It will be led by a young advisor, with experience working on participation within CYP IAPT.*

### Workshop 4

#### **Balint Group Exercise** (Limited to 30)

Turlough Mills

Little Woodhouse Hall

*Balint groups are named after the psychoanalyst Michael Balint (1896-1970) who, together with his wife, Enid, developed groups for GPs in London which focussed on the relationship between doctor and patient in the context of every day consultations. Since then, Balint groups have spread across the world and the Balint group technique has been used by professionals from across a range of health and social care disciplines.*

*In a Balint group, a presenter shares their experience of a patient who has stirred up some emotion within them. Cases brought to the group are often of patients who are described as having got under the skin in some way and who persist in the minds of the professionals who work with them. The presentation typically focusses on the professional-patient relationship and the emotional dilemmas that might have emerged as a result of this relationship.*

*Having described such a case, the presenter will be asked to "push back" and observe in silence the group discuss and reflect on the material they have heard. About ten minutes before the end of the group, the presenter will be invited back, if they so wish, to join the discussion. The group is facilitated by trained Balint group leaders.*

*This workshop will give participants the opportunity to experience a Balint group. The group will be lead by two accredited Balint group leaders, Dr Emily Clavering and Dr Turlough Mills.*

### Workshop 5

#### **'Working with Young People' Programme: A multi-modal Quality Improvement model for Inpatient CAMHS**

Dr David Kingsley, Clinical Director (CAMHS) and Kris Irons, Specialist Director  
Priory Healthcare

*Priory Healthcare operate over 20 CAMHS inpatient units on 12 sites across the UK, including General Adolescent Units, PICUs, LSUs, Eating Disorder Units and Learning Disability Units. Over the course of the past 3 years, we have developed a specific approach to 'Working with Young People' which we have implemented nationally. In this workshop we would like to present this Quality Improvement initiative.*

*We developed a model to train and support all our staff working in CAMHS inpatient settings based on five core principles: Nurture, Expectations, Enabling, Respect and Reflection.*

*We have subsequently developed an online module to support the face-to-face training which is allocated to all staff on all sites who work in CAMHS. This provides basic information about the model so that all staff have this information immediately on beginning work in CAMHS prior to their attendance at the training day. We have also asked all units to use a meeting once a month to reflect as a team on their implementation of the model and to challenge one another about ways in which they can increase their consistency and adherence to the approach.*

*In this workshop, we will focus on the reflection domain of the 'Working with Young People' model, using some of the exercises from our training programme to engage participants. We will explain how reflection underpins the model and how reflective practice is used to sustain and improve the approach.*

## **Workshop 6**

### **Staff Mental Wellbeing**

*Julie Pearson, Staying Well at Work Service Coordinator  
CNWL NHS Foundation Trust*

*The workshop will be a presentation with questions about the Staying Well at Work Service that the Trust launched over two years ago. The presentation will include details about the following:*

- The one to one staff mental wellbeing support service that is provided by the Staying Well at Work Service Coordinator for any staff member who is feeling mentally unwell and needs support at work*
- The CNWL Staff Stress Support Pathway and the Managers of Stressed Staff Guidance booklets*
- Our Mental Health First Aid strategy - creating teams of Staff Mental Health Champions*
- The Conflict at Work Service and Critical Incident Pathway*
- Other staff mental wellbeing resources*