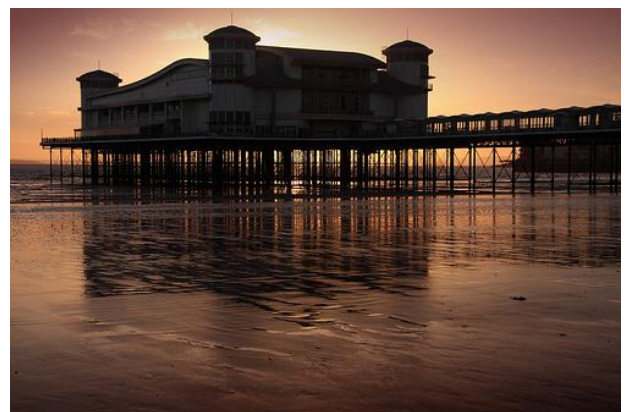

A Guide to Advanced Training in Psychiatry At Severn Postgraduate Medical Education



Updated October 2014

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1. Welcome

a. Welcome from Dr Rob Macpherson, Head of School

Welcome to this guide to advanced training in Severn School of psychiatry.



Our School oversees and helps to develop high quality psychiatry speciality training in Avon, Gloucestershire, Wiltshire and Somerset. We have a strong national reputation, many of our programmes achieving positive overall trainee satisfaction scores in the GMC annual trainee survey.

We are a friendly School and will focus on you as an individual, while remaining committed to creating the best possible environment for your training. We see the aim of training as not just to produce competent psychiatrists, but to help you improve skills of communication, formulation and reflection which you will continue to develop through the rest of your career.

Faculty members have wide experience of training and several have been closely involved in regional and national training initiatives. However the real success of the School depends on us working together with trainees. We have good quality management systems in place and strong trainee representation on all of our key meetings and forums. Trainees lead a number of substantial initiatives, including an annual survey of quality and experience across the school and also a bi-annual 'SpREE' – the "SpR educational event" which has been running for over 20 years. Trainees are heavily involved in efforts to improve recruitment to the profession and help to organise foundation schools and taster days.

We run our own core psychiatry course in the school. This provides opportunities for teaching and providing exam practice. We have also been running a mock CASC exam programme which relies heavily on advanced trainees, and is used to support development of core trainee CASC related skills. We have strong links with Bristol University, with opportunities for research, teaching and academic training and there are innovative programmes for training in management and leadership within the Trusts. We have developed Educational Fellowships which provide specific opportunities to work in School projects and to undertake the local TLHP educational research module. Through this and in other ways we are developing a strong trainee-trainer faculty of leaders who will work in education, management and we are confident of the opportunities to develop these key skills in this school.

If you are thinking about applying to our School of psychiatry to do your advanced training and want to know more about the opportunities the School can offer you, please visit our website at (<http://psychiatry.severndeanery.org>). Alternatively if you would like to meet up with one of our team, please get in touch and we will be delighted to arrange this for you.

b. Introduction from the School Support Manager – Rebecca Williams-Lock



As your School Support Manager, you will hear regularly from me throughout your time training within the Severn School of Psychiatry. I am your first port of call for general queries and will also be responsible for organising your Annual Review of Competence Progression (ARCP). We will work together to ensure you feel fully supported throughout the process, from being informed of your ARCP date and the documentation you will be required to prepare, through to formal notification of your ARCP outcome following completion of your assessment.

Additionally, our School is privileged to hold a study leave budget from which you may be supported to attend courses and conferences which compliment your training. Your online applications for study leave and expense claims will be reviewed and approved as appropriate by myself in accordance with Health Education South West policy.

It is great to be a part of such an interesting School that has lots of exciting things going on, with a vibrant, diverse and inspiring group of trainees and faculty. I'm looking forward to working with you!

My email address is: Rebecca.Williams-Lock@southwest.hee.nhs.uk

“Beccie is the hub of the Deanery, everything you need to know or find out goes through her. So, if you have any questions she’s a great person to liaise with.” [Dane Rayment, ST6].

c. Introduction from the Recruitment and Selection Manager – Caroline Stiffall

My name is Caroline Stiffall, and I am the Recruitment and Selection Manager in Severn Postgraduate Medical Education, responsible for all advanced Psychiatry specialties.

I will be your initial contact once you have been appointed to an ST4 training post with Severn Postgraduate Medical Education; issuing you with your Form R, which notifies you of important core data such as your National Training Number (NTN) and Certificate of Completion of Training (CCT) date.



I am your first point of contact at Severn during your specialty training post, assisting you as necessary with all specialty training related queries (other than your annual ARCP which is dealt with by my colleague Rebecca Williams-Lock), for example:

- Out of programme experience
- Inter-deanery transfers
- Less than full time training
- Time out of training e.g. maternity leave/sick leave
- Future placements on your rotation
- CCT queries
- Completion of training/period of grace queries
- Any other training related matters

May I ask if you can please keep me informed of your up to date email address during your training, as this is our primary means of contacting you.

I work Monday to Thursday and my telephone number is: 01454 252628. My email address is caroline.stiffall@southwest.hee.nhs.uk

2. Overview

a. Health Education South West - Severn Postgraduate Medical Education School of Psychiatry

Psychiatry Training at Severn Postgraduate Medical Education is renowned for being trainee-centred, trainee-led, innovative and extremely supportive. The programme of training is provided within one of the most popular areas of the UK to live. In a nutshell it provides high calibre training with a warm “West Country style”. The Severn School of Psychiatry’s aim is to provide excellent broad clinical training underpinned with a robust training programme that will provide competencies in research, audit, quality improvement, teaching, management and leadership hoping to create innovative, patient centred, inspirational Psychiatrists of the future.

Severn Postgraduate Medical Education has approximately 2300 trainees, within: foundation, Primary Care, Academic, and ten postgraduate medical specialties. There are approximately 100 core and advanced psychiatry trainees within the School of Psychiatry.

Trainees can move to Advanced Training (ST4-6) through open competition via national advertisement and recruitment. The Severn School of Psychiatry offers the six major sub-speciality Advanced Training Programmes leading to a sub-speciality CCT. These are in:

- General Adult Psychiatry
- Old Age Psychiatry
- Learning Disability Psychiatry
- Child and Adolescent Psychiatry
- Forensic Psychiatry
- Psychotherapy

Three further general adult ‘endorsements’ are available in:

- Rehabilitation Psychiatry
- Addictions Psychiatry
- Liaison Psychiatry

The School of Psychiatry jointly with the Centre for Academic Mental Health at the University of Bristol also supports

- **Academic clinical training** (<http://www.psychiatry.severndeanery.nhs.uk/about-us/integrated-academic-and-clinical-training-programme/>)

The School also supports **dual training** in certain circumstances.

(<http://www.psychiatry.severndeanery.nhs.uk/about-us/advanced-specialist-training/dual-training-in->

[psychiatry/](#)). Recent dual training programmes have included: general adult and older adult psychiatry; psychotherapy and general adult psychiatry; and psychotherapy and forensic psychiatry.

b. The region

The Severn Postgraduate Medical Education School of Psychiatry covers a broad geographical region of the South West of England. This is a popular area of the UK, brimming with historical cities, incredible countryside and phenomenal access to the coast all within easy reach of most areas of England and Wales and an international airport. This backdrop provides a home for an equally inspiring and robust training programme which is spread throughout the region meaning there are a range of training opportunities in both urban and rural environments.

Many trainees choose to live in Bristol as a relatively central point within the scheme, whilst others choose to live in other towns within the area, or more rural areas. Many trainees commute to some posts, for example in Somerset or Gloucestershire, given easy accessibility by motorway. Most posts beyond Bristol are within 1- 1.5 hours commute (one way) from Bristol.



Bath

Bath is described as *'a city so beautiful and special that it has been designated a World Heritage site'* [<http://visitbath.co.uk>].

Bristol

Bristol is a vibrant city of 432,500 people which is growing in size, diversity and need. It is the largest city within the South West and one of the 8 'Core Cities' within the UK. Within the city there are now at least 45 religions, over 51 different countries of birth and 91 main languages (Bristol City Council 'Population of Bristol August 2013' - <http://visitbristol.co.uk>).

Cheltenham

'Cheltenham was specifically designed in its 18th and 19th century heyday as a pleasure health resort for wealthy visitors, the legacy of which is an exceptional range of quality accommodation, restaurants and entertainment in an elegant Regency spa town.'

[quote from <http://www.visitcheltenham.com/>].

Gloucester

Gloucester is an historical port city, which is renowned for rugby and flanked by the Forest of Dean (<http://www.thecityofgloucester.co.uk>).

Somerset

Somerset is home to Wells the smallest city in England as well as Glastonbury and its famous Tor, Taunton, Bridgwater and Yeovil, all of which is set within contrasting countryside and coastline (<http://www.visitsomerset.co.uk>).

Swindon

The *Visit Wiltshire* website (<http://www.visitwiltshire.co.uk/explore/swindon>) highlights the shopping, wide variety of restaurants and *'buzzing art scene'* in Swindon.

c. Major Trusts and Social Enterprises

2gether Trust (<http://www.2gether.nhs.uk>)

Training within this trust provides trainees with the experience of working within a cohesive trust that is innovative yet small enough that trainees feel very much part of the senior medical team. 2gether is still a united health and social care trust.

The posts for Severn Postgraduate Medical Education trainees are within the services based around Gloucester, Stroud and Cirencester. The inpatient unit is Wotton Lawn Hospital with a purpose built Psychiatric Intensive Care Unit (Greyfriars PICU). The Postgraduate Medical Education meeting is a half day rolling programme which is specialty integrated (LD, Child and Adolescent Psychiatry, OA and GA). There is Psychoanalytical training available for half days including the session with a patient, supervision and a reading group.

Avon and Wiltshire Mental Health Partnership NHS Trust (AWP) (<http://www.awp.nhs.uk>)

This large mental health trust provides a wide range of services for Bath and North East Somerset (B&NES), Bristol, North Somerset, South Gloucestershire, Swindon and Wiltshire. AWP has had

significant changes in its ethos and direction with a new dynamic management structure in place since 2012. Bristol services have recently been retendered and the services under development have been commissioned following an exciting period of consultation with patients, families, clinicians, third sector providers and stakeholders. Mental health and social care now operate separately.

Adult mental health services are split into three areas within Bristol (North, Central and South) and South Gloucestershire (the north fringe of Bristol stretching out to Thornbury and surround). Community services are spread around various sites and the inpatient services are based at Callington Road Hospital and Southmead Hospital. Forensic services are based at the Blackberry Hill site. There are also services based in local prisons.

There are two on call rotas covering adults of working age and older adults within Bristol, South Gloucestershire and Weston-Super-Mare. Separate rotas cover Bath and Swindon areas, and there is a Learning Disability specific rota which covers B&NES, Bristol, South Gloucestershire and North Somerset and a specific Forensic Psychiatry rota. All the senior on call rotas are non residential.

Bath services for adults of working age and older adults are based at the Royal United Hospital and St Martins Hospital sites. There is a supportive group of consultants who can facilitate cross team experience (Inpatient, Intensive Team, Early Intervention Team).

North Somerset provides a full range of older adult and working age adult community and inpatient services, based at Weston Super Mare and Clevedon.

Bristol Community Health (BCH) (<http://www.briscomhealth.org.uk>)

BCH is a community interest company which provides a variety of community services in Bristol, including the three community learning difficulties teams (North, Central and South).

North Bristol NHS Trust (<http://www.nbt.nhs.uk>)

Child and Adolescent Psychiatry posts in Bristol and South Gloucestershire are with North Bristol NHS Trust. This is a large NHS foundation trust with over 9000 staff providing care at Southmead, Frenchay and Cossham Hospitals and various community sites.

Oxford Health NHS Foundation Trust (<http://www.oxfordhealth.nhs.uk>)

Child and Adolescent Psychiatry posts in Swindon, B&NES and Wiltshire are with Oxford Health NHS Foundation Trust. This foundation trust provides a range of children's physical and mental healthcare services in these areas, Buckinghamshire and Oxfordshire.

Sirona Care and Health Community Interest Company (<http://www.sirona-cic.org.uk>)

This is 'an independent non-profit distributing organisation providing publicly-funded health and social care services' which currently provides community learning disability services in B&NES and South Gloucestershire.

Somerset Partnership Trust (<http://www.sompar.nhs.uk>)

Training in Somerset is an intimate affair within a smaller mainly rural Trust. The Trust operates in a more 'traditional' way and the teams are stable and established. Interfaces between teams tend to be easy, giving trainees opportunities to work across different teams (Early Intervention, Intensive/Crisis teams) to provide continuity of care for patients.

There are 3 main bases in Bridgwater (community base), Taunton (including inpatient services) and Yeovil (including inpatient services). There is a weekly Postgraduate Medical Education half day meeting in Taunton, and quarterly trust audit meetings, with a supportive unit. As one of the Academies for the University of Bristol, there are opportunities for trainees to be Educational Supervisors for undergraduate medical students. Psychotherapy training is based in Yeovil with CBT, Family Therapy and CAT Training all available. Leadership opportunities are readily available at an individual level and more formalised schemes in management and leadership are under development. Finally, the on call system means trainees are only on call until midnight!

3. Royal College of Psychiatrists South West Division Training



The South West Division Training (SWDT) Committee is a sub-committee of the South West Division Executive Committee of the Royal College of Psychiatrists. It was formed in order to provide courses of good quality at a reasonable cost to members in the region.

SWDT works closely with local trainers, members and the University of Bristol and Peninsula Schools of Psychiatry to provide courses that are relevant not only for core and senior trainees, but also for consultant psychiatrists, specialist doctors and SAS doctors. This has enabled excellent networking around the region between doctors at all these levels.

We have previously held courses aimed at senior trainees on personal development; teaching skills; litigation, courts and inquiries; effective influence and leadership within multidisciplinary teams; research; appraisal and supervision; and masterclasses on supervision of trainees.

More information and registration forms for events can be found at:

<http://www.rcpsych.ac.uk/workinpsychiatry/divisions/southwest/southwestdivisiontraining.aspx>

The SWDT Management Committee currently have trainee representatives sitting on the committee and hope to gain their input when putting together future programmes. They are continually working to improve the programme to better meet the needs of trainees. Abby Watts is keen to hear from trainees via email awatts@southwestdiv.rcpsych.ac.uk or telephone 01761 463979 if there are any subjects they would like to be included in the future.

4. Section 12 approval

The RCPsych SWDT runs regular Section 12 and Approved Clinician approval and refresher courses.

Regional Section 12(2) approvals are managed by:

Hilary Eagles - Approvals Lead

Jenner House, Langley Park Estate, Chippenham,

Wilts SN15 1GG

Tel: 01249 468350

Fax: 01249 468356

Hilary.eagles@southwest.nhs.uk

hilary.eagles@nhs.net

As soon as you have completed your section 12 training you need to contact Hilary, otherwise you are not approved to be attending mental health act assessments on call (or at any other time).

Administrator: Nerissa Millett

Nerissa.millett@southwest.nhs.uk

Nerissa.millett@nhs.net

5. Non-clinical competencies and experiences

All advanced training posts in Severn Postgraduate Medical Education School of Psychiatry include time for non-clinical special interest sessions (2 sessions per week if full time in a non-academic post). This allows time to develop management, leadership, teaching and research competencies and expertise, or to complete additional qualifications. These need to be discussed with your educational supervisor or TPD for approval.

a. Structured programmes

The following programmes are available to advanced trainees in Psychiatry (all subspecialties) within Severn Postgraduate Medical Education by application.

Some have a limited number of places each year and therefore operate a competitive application process. Some are limited to certain geographical areas as described below.

None require financial investment by advanced trainees. The time commitments needed vary between programmes.

i. Educational Fellowships

Summary	1 year fellowship to work on an educational project within the School of Psychiatry and develop leadership skills. Fellows are funded to complete the Research Methods module of the TLHP (Teaching and Learning for Health Professionals) course at the University of Bristol. Projects are expected to be written up and presented at relevant fora.
Time Commitment	1-2 non-clinical special interest sessions per week. Fellowships run from August to August.
Applications	Up to 4 Fellows are selected per year via competitive application. Applicants are asked to write a brief statement and may be interviewed.
Supervision	Each fellow is paired with a consultant for their project. There is also a monthly group supervision session which is based in Bristol or Cheltenham.
Contact	rob.macpherson@glos.nhs.uk http://www.psychiatry.severn deanery.nhs.uk/about-us/advanced-specialist-training/educational-fellowships-project/

ii. The SpR Research Involvement Course (SpRRIC)

Summary	This programme was successfully piloted in 2013-2014 within AWP and has now expanded to include other parts of the School of Psychiatry. This is a 1 year course which links advanced trainees into existing large clinical research projects so they can develop research skills. All trainees complete the <i>NIHR Good Clinical Practice</i> training and have a logbook of competencies to complete. Monthly group supervision sessions include sessions with outside speakers with specialist expertise. Trainees become honorary research fellows with the University of Bristol which provides access to a variety of short courses and resources for free. Each trainee has the opportunity to present part of their work as a poster at the annual AWP Research and Development Conference.
Time Commitment	Minimum of 1 non-clinical special interest session per week The course runs from September to July.
Applications	By application form. Application numbers limited by numbers of suitable clinical projects available.
Supervision	Each trainee is matched to a researcher (clinical studies officer) for their project. There is also a monthly group supervision session based in Bristol.
Contact	Dr Ben Wood: spr.research.involvement@gmail.com

iii. Medical Leadership Program

Summary	This program has been launched in September 2014. It is aimed at advanced trainees throughout the School of Psychiatry and is carefully mapped to the NHS Medical Leadership Competency Framework (2010). It is delivered using blended learning methods, including: study days; workshops; work-place based learning through a project with a manager; directed reading; self-assessment reflection and self-study.
Time Commitment	46.5 days if all activities undertaken. It is expected to be completed over approximately 12 months. Non-clinical special interest sessions and possibly study leave are expected to be used to complete this program.
Applications	By CV and covering letter.
Supervision	Close contact with identified manager for project work. Monthly seminars with time to discuss projects.
Contact	leanne.hayward@nhs.net

iv. Certificate Course in Undergraduate Medical Education

Summary	The certificate course is designed around the academy of medical educator's framework. The aim of the certificate course is to help advanced trainees develop practical awareness of the range of educational initiatives and changes that are pertinent to a modern consultant psychiatrist's job plan. Successful completion of the course over one year leads to a certificate ("Certificate of Experience in Undergraduate Psychiatry Education") recognising the advanced trainee's competencies in teaching undergraduates.
Time Commitment	1-2 non-clinical special interest sessions per week. Several meetings are on Thursdays so it would be useful if this was your non-clinical special interest day, although not essential. Course runs from September to July.
Applications	Interested trainees should contact Dr Arulanandam to work out if they are able to fit the course in with their work commitments etc, as they need to allocate a certain number of days to do the required tasks. They usually accept around 12-15 trainees per year.
Supervision	Monthly group supervision sessions in Bristol.
Contact	Dr Sherlie Arulanandam sherlie.arulanandam@nhs.net

b. Local short courses

i. *Fit 2 Teach* Modules – University of Bristol

- Free, practically focused continuing professional development for teachers of University of Bristol medical undergraduates.
- There are 4 half day modules that can be completed at a variety of sites across the region.
- See <http://www.bris.ac.uk/medical-education/tlhp/courses/fit2teach/> for details.

ii. Severn Postgraduate Medical Education Professional and Generic Skills courses

- A modular programme which covers topics such as leadership skills and change management.
- There are currently 10 modules, each consisting of a single day.
- Modules take place around the region.
- See <http://www.psychiatry.severndeanery.nhs.uk/about-us/professional-and-generic-skills/>

iii. Good Clinical Practice training

A one day course which needs to be completed prior to working on clinical research. <http://www.crn.nihr.ac.uk/learning-development/good-clinical-practice/>.

The AWP, Gloucestershire & Somerset Research and Development Departments run these courses several times a year, and the course is also available electronically.

iv. Teach the Teachers

Complementing and adding to the generic 'Fit 2 Teach' courses 'Teach The Teachers' is a 2 part course available for all Psychiatrists working within AWP designed to further develop clinicians' clinical teaching for undergraduates.

c. Research opportunities

There are academic training posts available at core training level as Academic Clinical Fellows (ACF). At advanced training level academic training is provided through Clinical Lecturers (CLs). To date CLs have been in general adult psychiatry, learning disability and child and adolescent psychiatry although other specialties may be able to offer these posts in the future. ACF and CL posts are intended for those who wish to pursue a career in academic psychiatry but also provide an excellent training for those who wish to become research active NHS consultants.

Additional research opportunities arise through training to support studies conducted in the NHS through the clinical research networks. Research and Development departments have become active in carrying out research studies within the NHS. The AWP Research & Development Department, was awarded a National Commendation from the National Institute for Health Research in 2013 for its contribution to research activity within the NHS.

Clinical Research Network (CRN): West of England.

Clinical leadership and support to mental health and dementia studies within the NHS is provided by the local clinical research network. The CRN supports and guides those involved in research, coordinates recruitment to studies and provides a complete view of the research that is happening UK-wide. Advanced trainees can become involved through SpRRIC (see above) or directly on active studies run through the network. For more information including a list of active studies see:

<http://www.crn.nihr.ac.uk/mentalhealth/about-mental-health-research/>

d. Additional Teaching opportunities

i. The Teaching and Learning for Health Professionals course (TLHP)

This is a part time modular postgraduate course available through the University of Bristol and can be completed to various levels (PG Cert/PG Dip/MSc). There is a fee for this course.

<http://www.bris.ac.uk/medical-education/tlhp/tlhp-programme/>

ii. Medical Undergraduate Involvement

There are various ways in which Advanced Trainees can become involved with the Medical Undergraduates including becoming an Academic Tutor, sitting on Medical Student Interview panels or becoming a clinical examiner for the Psychiatry modules.

Medical Student Interviews

There is some evidence that there is a proactive selection against individuals with aptitude towards Psychiatry, which may be contributing to the current recruitment crisis. Experience on an Interview

Panel is a useful experience and in this case potentially helpful to the speciality. To find out more about Medical student interviews contact: jo.lippiatt@bristol.ac.uk

Academic Mentorship Programme

This programme allows local doctors to mentor Bristol medical students through their course, using their experience and mentoring skills to guide career decision-making and produce references when required. Mentors keep track of academic progress giving students the chance to discuss options such as intercalation. They encourage the development of professional identity as well as discussing extracurricular interests and achievements.

Mentors tend to have up to 5 mentees, and to meet them twice a year for half an hour. They should be available by email at other times if the student needs some advice or support. Mentors are not expected to provide personal support for students in difficulty, other than to signpost them to appropriate services.

The programme is organised by Nigel Rawlinson, Director of Student Affairs. There are training sessions and evening review sessions if needed. Anybody interested should contact his administrator. Academic Mentoring contact: chris.cooper@bristol.ac.uk

Academic Tutor

Advanced Trainees can contact the Undergraduate Tutor for their Site/Academy and express their interest in being a Tutor. Responsibilities include meeting with the students throughout their Psychiatry placement offering Supervision, guiding their placement, ensuring progress with their logbook and overseeing their iSSC and presentation.

Associate Unit Tutor (AUT)

Within AWP there are 6 sites that deliver undergraduate education to third year medical students. Each site has an allocated Tutor (Consultant) and an Associate Unit Tutor (Advanced Trainee). AUTs apply to the posts on an annual rotation and receive supervision from their Tutor and programme lead (Dr Van der Linden).

<http://ourspace/Skills/MedEd/Pages/Undergraduates.aspx> (this link is only active from an AWP computer).

eSSC Supervisor

Throughout the undergraduate course medical students complete an External Self Selected Component (eSSC) which can be supervised by Advanced Trainees. This also involves marking the eSSC and second marking another eSSC. Dr Jonathan Evans, an Academic Psychiatrist working for the University of Bristol, can be contacted regarding eSSCs – either to inquire about ongoing

projects, or to suggest a new one if you have a good idea for a student project.

(j.evans@bristol.ac.uk)

iii. The School Of Psychiatry Buddy Scheme

This scheme was organised by advanced trainees and successfully piloted in 2012-2013 and now continues to link new core trainees with advanced trainees within the School of Psychiatry for mentoring and support. It is well supported by the School of Psychiatry. For more details please contact: hannahtoogood@nhs.net.

iv. The Core Psychiatry Course and Associate Module Co-ordinators

This rolling course hosted at the Severn Postgraduate Medical Education School of Psychiatry involves many advanced trainees in developing and delivering training to the core trainees throughout the year.

Associate Module Co-ordinators

The Core Psychiatry Course is modular and each module has an advanced trainee as Associate Module Co-ordinator, to work alongside the Consultant Psychiatrist who acts as the Module Co-ordinator. This provides opportunities for both leadership and teaching, including developing expertise in course design, responding and developing modules in response to feedback, and co-ordinating and managing other teachers. The Core Psychiatry Course organiser is Dr Sian Hughes (sian.hughes2@nhs.net).

v. Mock CASC examinations

There are opportunities to be involved in teaching and supporting core trainees preparing for the CASC, and to examine and provide feedback at the annual mock CASC examinations locally. Dr Sherlie Arulanandam is the contact for this (sherlie.arulanandam@nhs.net).

vi. Clinical Fellowships

These are year-long posts specific to AWP aimed at developing and harmonising the undergraduate training across this large and heterogeneous site. The successful candidates take time out of training for the duration of the post. This scheme is under the auspices of the Director of Medical Education, Dr Steve Arnott.

e. [Additional Leadership and Management opportunities](#)

Advanced trainees are encouraged to seek both informal and formal opportunities to develop leadership and management skills, for example: by shadowing members of their trust senior management team; participating in Trust Medical Advisory Groups; or becoming a trainee representative. Talk to your own consultant about the leadership roles they are involved with, and find out if you can get involved, perhaps initially as an observer but hopefully taking a more active role. You are a highly trained clinician now, and should feel able to change services for the better if you see room for improvement!

The Faculty of Medical Leadership and Management (FMLM)

Extract from the FMLM website <https://www.fmlm.ac.uk>

'FMLM was established in 2011 to promote the advancement of medical leadership, management and quality improvement at all stages of the medical career for the benefit of patients. We are a professional membership organisation with around 2000 members from all career stages - students to senior leaders - and specialties across the UK. FMLM, which is governed by a Board of Trustees and Council of members, aims to become a registered charity in 2014.

FMLM provides a professional home for doctors and dentists from all career stages and specialities with an interest in leadership and management. Through this we sustain a vibrant community that supports members in their aspirations to develop and enhance their leadership, management and team working skills and networks. FMLM aims to promote and support excellence in medical leadership and management and influence health policy for the benefit of patients and the population through advocacy; by developing professional standards; and by giving members access to key resources.'

6. [University of Bristol](#)

The Centre for Academic Mental Health

The Centre for Academic Mental Health within the School of Social and Community Medicine is responsible for teaching medical undergraduates and undertaking research. The Centre's research programme is funded by the NIHR, MRC, ESRC, Wellcome Trust and other medical research charities. Researchers in the Centre include psychiatrists, health service researchers, public health physicians, statisticians, psychologists, epidemiologists and social scientists. Currently senior academics' research in the centre is primarily concerned with schizophrenia, depression, autism, perinatal mental health, liaison psychiatry, addictions and suicide. The research relates to two University research themes: Neuroscience and Population Health (<http://www.bristol.ac.uk/research/themes>).

The University jointly with the Severn School of Psychiatry provide joint clinical academic training with entry at core training level as an academic clinical fellow and at advanced training level as a clinical lecturer.

Undergraduate Psychiatry Society (Psych Soc)

This organisation aims:

- 1) To give students with an interest in Psychiatry the opportunity to learn more about it
- 2) To promote Psychiatry as a future career
- 3) To increase mental health awareness across the university

They organise regular revision sessions for third year medical students preparing for exams, as well as talks and events to promote psychiatry as a career. They are keen for input from advanced trainees. (<http://bristolunipsychiatricsoc.wordpress.com/about/>).

7. Medfest

Medfest is an annual event held at in a number of centres nationally (including Bristol led by the University of Bristol Undergraduate Psychiatry Society) in which films about medical topics are shown to a public audience and reviewed with a panel. It is aimed at medical students and is primarily focused on mental health.

They are always looking for trainees who would be happy to help with the organisation or publicity for this event. (<http://www.medfest.co.uk/>).

8. Clinical Special Interest Sessions

All advanced training posts in Severn Postgraduate Medical Education School of Psychiatry include time for clinical special interest sessions (2 sessions per week if full time in a non-academic post). A large range of opportunities are available within the region, for example: Neuropsychiatry; Adult ADHD; Adult Autism assessment; forensic psychiatry; substance misuse; eating disorders and perinatal psychiatry. Advanced trainees are encouraged to seek out and develop new opportunities to meet their learning objectives. They do not even have to be in psychiatry – if it would be useful to your consultant role to have knowledge and experience in, for example, neurology or acute medicine, discuss this with your educational supervisor and it can usually be arranged.

<http://www.psychiatry.severndeanery.nhs.uk/assets/Psych/Advanced-Specialist-Training/Special-Interest-session-opportunities.doc>

9. Psychotherapy

All advanced trainees within the School of Psychiatry are expected to continue to develop their expertise in Psychotherapy, and to be able to demonstrate this at the Annual Review of Competence

Progression. There are a variety of Psychotherapy opportunities available across the region, including: Psychodynamic, CBT, Cognitive-Analytic Therapy and Family Therapy, with experienced supervisors. Contacts include: Dr Andrew Clark (TPD for the psychotherapy programme in Severn School of Psychiatry) and Dr Thanos Tsapas in Bristol; Jason Hepple in Somerset; Dr Svetlin Vrabtchev in Cheltenham and Gloucester; and Dr Nicola Padel in Bath.

10. Supervision

Guidance on supervision for trainees has been developed by a group led by Dr Undrill (RCPsych Regional Advisor), Dr Arnott (Director of Medical Education for AWP) and Dr Macpherson (Head of School) as below:

1. Basic Principles

Educational supervision should consist of an hour a week, of a one-to-one face to face meeting between the trainer and a trainee.

The meeting should be confidential. It should therefore

- take place in a private meeting room or office
- not routinely be interrupted by phone calls or other intrusions
- should take by preference place at on a regular day and time or at least a predictable day and time
- should be put into the diary at the beginning of the trainees placement for the avoidance of doubt or confusion
- it is a joint responsibility of the trainer and the trainee to ensure that these meetings take place
- if either the trainer or the trainee is on holiday, study leave or other forms of leave then the meeting will not normally take place
- the meeting should only be cancelled extraordinarily by the trainer or the trainee and if so should be rearranged so that it does occur
- Expectations of supervision should be explicitly discussed in the first session. This session should cover the trainer and trainees' expectations, but also college, GMC and employer expectations. It is particularly important to define the limits of confidentiality in supervision and to discuss whether notes will be kept during each session and if so, what will happen to the notes. The trainer should explain the at times conflicting duties of supervisor as manager, supervisor at trainer and supervisor as support (the normative, formative and restorative roles of supervision).

- the trainee and the trainer should come to an informal agreement on the nature of the supervision that they both expect undertake
- In the event of difficulties with supervision, which cannot be sorted out by the trainee and trainer, these should be discussed initially with the tutor (core trainees) or advanced TPD (advanced trainees)

2. **Content of Supervision (also see table below)**

- the supervision should be focused on the trainee's educational and professional development
- a range of clinical material may form the basis of part of the educational supervision but clinical supervision should not be the primary focus of educational supervision
- clinical supervision should already be taking place on a regular daily and weekly basis as required by the clinical activity and responsibility of the trainee
- supervision should cover the relevant clinical, professional, educational and supportive functions of supervision
- Supervision must include the full scope of work including, Locum work/non NHS work such as medical volunteer work/charitable work etc.

3. **Attitudes to supervision**

- the trainees should shape supervision through discussion of a plan for and objectives in educational supervision at the beginning of their attachment
- the trainee is therefore expected to demonstrate some leadership in defining what style and focus of supervision is appropriate for them
- the trainer is also expected to inform the approach to supervision from their senior knowledge and experience of the trainees grade and stage of development

4. **Evaluation of supervision**

- The School of Psychiatry and LEPs will use the GMC survey to monitor quality assurance at a macroscopic level of supervision. Various methods of feedback including the trainer led survey, quality panels and the GMC survey will be used to ensure that supervision is occurring as recommended.

- Trusts may develop methods for in-house evaluation and assessment of the quality of appraisal in association with Severn Postgraduate Medical Education.

- **Subjects Appropriate for Supervision**

Educational Goals – Should be worked out early in supervision, agreed between trainer and trainee and kept as a written record. Should be reviewed regularly and updated as needed, in supervision.

Clinical – In particular, discussion of difficult/challenging cases, or clinical situations which involved risk to the trainee. Also clinical work assessed through work place based assessment.

Balance of Activity – Ensuring an appropriate balance of day/on-call clinical and other activity and that a variety of cases is being seen regularly.

Non-Clinical Special Interest – Ensuring that a range of activity in the following areas is occurring and is being appropriately recorded: teaching; audit/quality improvement; management and research.

Personal Development – Discussion of CPD plans, encouraging good use of study leave. Discussion about career development and future career plans.

Review of ePortfolio – Should be a regular part of supervision, ensuring it is being used actively as a record of all training activity and provides appropriate evidence for ARCP.

Health and Family – Related Matters – Where these impact on performance at work. Any probity issues which may arise.

Exam Preparation – May include focus on specific subject areas and practical skills.

Subjects Not Generally Appropriate for Supervision

Clinical - Routine clinical supervision of day to day work is generally carried out in clinical supervision outside the education supervision protected time.

Work/Professional Activity outside the Training Setting – for example in a family business. Unless this has a direct relevance for the training placement.

Supervision and Personal Therapy – It is important to bring pastoral matters for discussion to supervision. However, where a trainee has health and personal difficulties impacting on their work, which need the attention of a GP, Occupational Health or Human Resources she/he should be signposted and supported to obtain appropriate help. In depth discussion which is akin to psychotherapy is not appropriate in the supervision setting. The Severn Postgraduate Medical Education support unit may be well placed to provide help.

Non Work-Related Interests – For example, social/leisure/sports interests outside the work place.

11. On-call and Out of Hours Work

All advanced trainees are expected to take part in on-call rotas, including carrying out Mental Health Act assessments within their programme, and need to develop out of hours experience and experience of emergency assessments in emergency departments and other settings. This is an essential part of their overall training and these competencies need to be acquired through the full duration of their advanced training.

It is important to note that compensatory rest is available to trainees on the day after the on-call, should they require this.

Out of hours activity and experience is reviewed in the ARCP process.

Under certain circumstances, it will be possible to negotiate with the TPD and consultant trainer to reduce out of hours activity if the trainee has difficult personal circumstances which make it impossible, for example, to be on-call through the whole night. Where this occurs, it will be necessary to find alternative ways to achieve the emergency out of hours training competencies and the trainee may for example need to do additional emergency work within their daytime activities. This needs to be addressed actively and an agreement worked out with the TPD and trainer, as part of any plan being made to not be part of an on-call rota.

Trainees are developing their experience and skills in use of the Mental Health Act, and MHA assessment work should always be part of a fully constituted team including AMP and a second Section 12 approved doctor.

12. Supporting Trainees

Severn Postgraduate Medical Education has a 'Trainee Support Team' and access to a range of support and development resources for doctors. See <http://www.psychiatry.severndeanery.nhs.uk/about-us/support-and-development/> for details.

The Royal College of Psychiatrists' support service is available to all trainees and each trust offers supportive services to any member of staff in distress or difficulty.

See also: <http://bma.org.uk/practical-support-at-work/doctors-well-being/websites-for-doctors-in-difficulty>

13. Raising Concerns

Advanced Trainees who encounter any difficulties, whether it be educational, operational or personal, are encouraged and supported to raise their concerns or issues. Depending on the nature of the issues, various individuals and avenues of support can be contacted.

For Educational/Training issues the first port of call should be their Educational Supervisor/Training Programme Director (TPD). Concerns will always be taken seriously, all aspects fully explored and issues resolved. Operational/Trust issues should again be raised with the Educational Supervisor and directed toward the Clinical Director/Medical Director/Director of Medical Education as appropriate. For issues that are not resolved at a local level, trainees should not hesitate to approach the School of Psychiatry for support and further resolution.

Should you have any serious or urgent concerns about the training you are receiving, about the post in which you are working, about safety or about the behaviour of other staff towards you (e.g. any experiences of being bullied or undermined) it is imperative that you raise concerns with the most appropriate person. Who that person is, will depend upon individual circumstances. On many occasions this is likely to be your trainer /educational supervisor in the first instance. It may be that for some reason you do not feel able to discuss a particular matter with them for example if you are feeling undermined or bullied by them. In this case it may be more appropriate to contact the Training Programme Director, the Trust Medical Director or the Head of School. Whoever you approach, the key thing is that you do so and do not feel that you have to manage such concerns without support. This is important both for you and potentially for other trainees who may follow you into the post.

14. Giving positive and negative feedback

General feedback on posts (i.e. comments, suggestions for post development and quality management) is sought by a number of mechanisms. Supervisors may ask you directly for informal feedback on the post, as will quality panels, your TPD at review meetings and the panel at your ARCP feedback session. You may feel that you get a lot of emails for feedback but it is important that you reply – as this is how the training programmes are reviewed and improved.

There are also four formal mechanisms:

1) Annual GMC Trainees Survey

It is mandatory to complete the Annual GMC Trainee Survey, which is your feedback on your educational posts and wider education. You will need to provide evidence of completion of this

survey as part of your ARCP.

For further information on how to complete the survey and see last year's results please check the following website: <http://www.gmc-uk.org/education/surveys.asp>

2) Training Post Feedback

It is mandatory to give feedback using the Advanced Training Post Feedback Questionnaire. This form is to be used at the midpoint of a post and again at the end of a post. These forms are then sent to the TPD.

Forms are available on the School of Psychiatry website.

3) Quality Panels

These are subspecialty based and held annually. They include a lay chair, the TPD, trainer and trainee representatives.

4) School of Psychiatry Advanced Trainee Survey

This survey is a trainee owned process focusing on quality and experience across the School of Psychiatry, led by the Advanced Trainee Quality Assurance Representative each year. The format and questions have been modified in response to feedback from previous surveys. The survey is operationally separate from the management structure of the School of Psychiatry and is entirely trainee led. The results are collated and fed back to the advanced trainees and those responsible for the training schemes.

15. Trainee Representation and Engagement

Advanced Training Group

This group meets regularly 4 times a year and includes trainee representatives from each of the subspecialties and less than full time training, and all the training programme directors.

RCPsych Psychiatric Trainee Committee

Regional Trainee representation for the Royal College of Psychiatrists

Our current representatives:

Dr Susan Howson – Core Trainee at Devon Partnership Trust (PMPT Rep)

(PTC PMPT Regional Rep. contact)

susan.howson@doctors.org.uk

Dr Karl Scheeres - General Adult Advanced Trainee, Bristol (Member Rep)

(Member Rep contact)

karlscheeres@nhs.net

Dr Ross Spackman - Learning Disability Advanced Trainee Bristol (Member Rep)

(Member Rep contact)

ross.spackman@nhs.net

Quality Assurance Representative

The representative roles include

- Review and report on the Quality Assurance panel outcome from the previous year
- Review and present the current year Severn Postgraduate Medical Education Trainee Survey
- Succession planning and handover

16. Acting up

Trainees may 'Act up' in a substantive Consultant post for a maximum of three months during their final twelve months of training (LTFT at a pro-rata amount with a maximum of 5 months) as part of their training programme. This period counts toward the CCT date. This should be carefully thought through and planned well in advance to ensure it provides the best training opportunity possible.

See [http://www.psychiatry.severnPostgraduate Medical Education.nhs.uk/about-us/advanced-specialist-training/acting-up-into-a-consultant-post/](http://www.psychiatry.severnPostgraduateMedicalEducation.nhs.uk/about-us/advanced-specialist-training/acting-up-into-a-consultant-post/)

17. Out of Programme Experience

Detailed information regarding Out of Programme Experiences is provided at:

<http://www.psychiatry.severndeanery.nhs.uk/about-us/out-of-programme-experience/>

Trainees within the School of Psychiatry have been supported to take OOP Training (OOPT) and OOP Experience (OOPE) breaks for a wide variety of reasons, and career breaks for health and other personal reasons have also been supported by the School.

18. Less Than Full Time Training

Information regarding training less than full time is available at:

<http://www.psychiatry.severndeanery.nhs.uk/about-us/advanced-specialist-training/less-than-full-time-training/>. Dr Fiona Harrison, the TPD for LTFT training, is available to discuss any issues regarding LTFT training and has wide experience of supporting trainees with this.

19. Study Leave

Advanced trainees have 30 days study leave per year. Details of the study leave policy and process for requesting time and funding can be found at: <http://www.psychiatry.severndeanery.nhs.uk/about-us/study-leave/>. The application process uses the Intrepid online system and the expenses claim forms, confirmation of attendance and receipts must be sent in afterwards.

20. Annual Review Competence Progression (ARCP)

Information regarding the ARCP process can be found at:

<http://www.psychiatry.severnPostgraduate Medical Education.nhs.uk/about-us/advanced-specialist-training/arcp-preparation/>

21. School of Psychiatry Events

Specialty Registrar Educational Event (SpREE)

A biannual full day programme organised by Psychiatry Advanced Trainees for Psychiatry Advanced Trainees. A new committee is set up for each event. Topics covered may be clinical, political or career based. Recent speakers have included Dr Raj Persaud and Prof Simon Wessely. There is no cost for trainees to attend.

School of Psychiatry Day

The School of Psychiatry hosts a day celebrating the work of trainees once a year, including awarding prizes.

School of Psychiatry Welcome/induction Day

There is a School of Psychiatry Welcome Day each August for new trainees. Contributions from existing trainees are welcomed.

22. [Advanced Trainee Peer Group Meetings](#)

The advanced trainees (all specialties) meet up three-four times a year as a peer group, to discuss positives and negatives about their placements (along with any other relevant business); to receive and discuss feedback from the School of Psychiatry groups that have trainee representation; to plan the SpR Educational Event (SpREE), and to allocate the positions for advanced trainee representatives. These meetings are organized by the advanced trainee rep for General Adult Psychiatry. The meetings tend to be attached to an educational presentation of some kind, either the SpREE or a single presentation.

Current chair: Dane Rayment, General Adult/Older Adult Trainee in AWP

danerayment@nhs.net (Feel free to contact me about anything – I'll try and help if I can! – Dane)

23. [Links to Subspecialty Training Programme Guides](#)

- General Adult
- Old Age Psychiatry
- Child and Adolescent Psychiatry
- Forensic Psychiatry
- Learning Disability Psychiatry
- Psychotherapy
- Academic Psychiatry

All efforts have been made to ensure that information and links are correct and working. However, information changes rapidly. If you identify any out of date or erroneous information, or broken links, please contact Rebecca.Williams-Lock@southwest.hee.nhs.uk .

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