

Introduction

At the Cotswold Community, from the word go, training groups were an important feature of staff support and development. In the early days these were largely run by Barbara Dockar-Drysdale and Richard Balbernie. We then gradually introduced the idea of keeping the groups together by the year of entry. When Patrick Tomlinson joined the senior management team in the early 1990s he set about organising the training into a 3 year course of study. This was influenced by the MA in Therapeutic Child Care at Reading University (a training which Patrick had undertaken) and I believe Adrian Ward had some input into the design of the training. Through developing links with the Caldecott College (it no longer exists), which in turn had a partnership arrangement with Greenwich University, we were able to issue our staff with a Diploma in Therapeutic Child Care upon completion of the 3 year training.

John Whitwell

THE COTSWOLD COMMUNITY THREE YEAR TRAINING PROGRAMME

The Aims of the Programme

The programme aims to facilitate development of the trainee's understanding of the issues involved in residential child care, specifically psychotherapeutic work with children, and the necessary skills to effectively put this understanding into practice.

Underpinning the training is a commitment to the development of therapeutic, anti-discriminatory and anti-racist practice.

Content of the Programme

The programme covers all aspects of working with children in a residential therapeutic community. The programme can be broken down into three areas:

- Basic Child Care
- The Therapeutic Community for Children and Adolescents
- Organizational issues in Therapeutic Residential Child Care

In reality these three areas are interconnected and overlapping. Each theme is worked on in each of the three years, developing from an introductory to more advanced level.

The three themes are broken down into subthemes. In some cases the subthemes themselves are taken forward in each year and in others new subthemes may be introduced in each year.

Structure of the Training

Each trainee shall be a member of a group of 4-8 trainees at the same stage of training. Each group will meet weekly for 33 sessions per year, with three of these sessions being for the review and evaluation of the group's work.

Each group will have a leader or co-leaders. These people will oversee and manage the training for that year. As well as running weekly sessions themselves, the leaders may also invite in others to work on specific issues. Training group leaders can be available to help work on training difficulties, and identify individual training needs which may need further work outside of the training group.

The training programme as a whole will be overseen, and managed by the assistant principal for training and development.

Each trainee will be expected to attend and do the required work for each session. Any non-attendance needs to be negotiated in advance by the trainee with their group leader.

A record of attendance will be kept and worked on if there are difficulties.

A certificate to acknowledge successful participation in and completion of the programme shall be awarded at the end of the programme.

Method of Training

The method of training should reflect the mode of practice. The method as well as the content should reflect the needs of the work situation. Within the context of our work situation, training should encourage learning particularly through the discussion and sharing of ideas, the attentive listening to others, and reflection on our own experience.

Each training group has a syllabus for the years work. Included in the syllabus are the subjects to be worked on and a list of relevant reading material. To orientate thinking around each subject, at least one piece of reading may be given to the group for each session.

The training group leader has the responsibility of deciding upon the method to be adopted for each session and throughout the training.

e.g. Discussion group
Presentation of case material
Workshop
Lecture
Video
Role play etc.

The group will feed into the process by reviewing the specific methods adopted and their effectiveness. The group also needs to review and

evaluate the content of the training, and each trainee their contribution to the programme.

The syllabus will hopefully be a useful resource, indicating relevant issues and reading materials and enabling training to be closely tied in with individual supervision.

THREE YEAR TRAINING PROGRAMME – YEAR 1 SYLLABUS

Basic Child Care

1.1	<p><u>Child Care</u></p> <p>Good practice and the community's expectations.</p> <p>Reading: Kahan, B. The Physical Environment Basic Child Care, The Cotswold Community With: Kay Malko</p>
1.2	<p><u>Food and Meal times</u></p> <p>It's importance in good child care and the treatment setting.</p> <p>Reading: Bettelheim, B. Food, the Great Socializer With: Kay Malko</p>
1.3	<p><u>Introduction to the Children Act 1989</u></p> <p>Guidance and Regulations Volume 4 Residential Care Reading: As above With: Chris Knight</p>
1.4	<p><u>Introduction to Child Protection and Complaints Procedure</u></p> <p>The legislation and our practice.</p> <p>Reading: The Children Act 1989 Guidance and Regulations Volume 4 Residential Care.</p>
1.5	<p><u>Administrative and Presentation Skills</u></p> <p>Report and letter writing, case reviews, recording, telephone communication, and self presentation.</p> <p>With: Chris Knight.</p>
1.6	<p><u>Working with Parents, Foster Parents and Social Workers</u></p> <p>Working together and building relationships.</p> <p>Reading: Burford, G. and Casson, S.F. including families in residential work. With: Chris Knight.</p>

1.7	<p><u>Child Development Theory: Infancy</u></p> <p>Reading: Tavistock Clinic, Understanding your child series Sheldon, M. Developmental Charts.</p>
1.8	<p><u>Child Development Theory: The Young Child</u></p> <p>Reading: Tavistock Clinic Understanding your Child Series. Video: Child Studies 3</p>
1.9	<p><u>Child Development Theory: Adolescence</u></p> <p>Reading: Tavistock Clinic Understanding your Child Series.</p>

THE THERAPEUTIC COMMUNITY FOR CHILDREN AND ADOLESCENTS

2.1	<p><u>The Cotswold Community:</u> History and present context.</p>
2.2	<p><u>The Psychotherapeutic Approach to Residential Treatment</u></p> <p>Reading: Dockar-Drysdale, B. The difference between child care and therapeutic management.</p>
2.3	<p><u>Syndromes of Deprivation and Their Treatment</u></p> <p>Reading: Dockar-Drysdale, B. The provision of primary experience in a therapeutic school. Dockar-Drysdale, B. Syndrome</p>
2.4	<p><u>The Unintegrated Need Assessment</u></p> <p>It's use in understanding a boy's needs and developing a treatment plan.</p> <p>Reading: Dockar-Drysdale, B. Need Assessment 1 – Finding a basis.</p>
2.5	<p><u>The Integrated Need Assessment</u></p> <p>It's use in understanding a boy's needs and developing a treatment plan.</p>
2.6	<p><u>Play and Symbolic Communication</u></p> <p>Reading: Dockar-Drysdale, B. The process of symbolization observed among emotionally deprived children in therapeutic school. Milner, M The role of illusion in symbol formation Hoxter, S. Play.</p>

2.7	<p><u>The Importance of Routines and Structure in the Treatment Setting</u></p> <p>Reading: Brown, J.L. routines, Limits and anchor points</p>
2.8	<p><u>Working with very difficult behaviour</u></p> <p>Managing challenging behaviour and physical restraint</p> <p>Reading: DHSS guidelines on physical restraint, Voice of the Child in Care Coping with Violence.</p>
2.9	<p><u>Working with very difficult behaviour</u></p> <p>Violence, panic, disruption and breakdown in communication.</p> <p>Reading: Dockar-Drysdale, B Panic Dockar-Drysdale, B. Holding Dockar-Drysdale, B. The Management of Violence.</p>
2.10	<p><u>Working with children who have been sexually assaulted.</u></p> <p>An introduction. What is sexual abuse, disclosure, child protection, therapeutic work, education?</p> <p>With: Chris Knight.</p>
2.11	<p><u>The Impact of working with severely deprived children on ourselves</u></p> <p>Working with our feelings.</p> <p>Reading: Hoxter, S. Some feelings aroused in work with severely deprived children.</p>
2.12	<p><u>Transference and Countertransference:</u></p> <p>Understanding and making use of it in the treatment setting.</p> <p>Reading: Reeves, C. Transference in the residential treatment of children.</p> <p>Reading: Salzberger-Wittenberg, I. Transference and Countertransference.</p>
2.13	<p><u>Working with very powerful feelings</u></p> <p>Reading: Winnicott, D.W. Hate in the Countertransference.</p>

2.14 and 2.15	<p><u>Psychoanalytic Psychotherapy Theory</u></p> <p>Introduction to D.W. Winnicott</p> <p>Reading: St. Clair, M., D.W. Winnicott: Paediatrician with a unique perspective.</p>
2.15	<p><u>Cultural Issues:</u></p> <p>Meeting the cultural and religious needs of individuals in a multi-cultural group.</p> <p>Reading: Arnold, E. Intercultural Social Work With Pat Hancock</p>
2.16	<p><u>Cultural Issues:</u> Developing a multi-cultural perspective and Anti-Discriminatory Practice.</p> <p>Reading: Acharyge, S. The Doctors Dilemma: Practice of Cultural Psychiatry in multi-cultural Britain. With Pat Hancock</p>

ORGANISATIONAL ISSUES IN RESIDENTIAL THERAPEUTIC CHILD CARE

3.1	<p><u>Staff Support Structures:</u></p> <p>Supervision.</p> <p>What is supervision? The Community's supervision structure.</p> <p>Reading: From Kahan, B. Living in groups.</p>
3.2	<p><u>Internal Structures, Roles and Functions</u></p> <p>How they relate to the treatment task</p> <p>With: Team Leader</p>
3.3	<p><u>Theory of Group Dynamics</u></p> <p>An Introduction</p> <p>Reading: Rioch, M. The work of Wilfred Bion on Groups.</p>

3.4	<p><u>Review and Evaluation</u></p> <p>A review and evaluation of how the training groups are working, in terms of content, method and the contribution of group members.</p>
	4.1.4.2 and 4.3

THREE YEAR PROGRAMME – YEAR 2 SYALLBUS

BASIC CHILD CARE

1.1	<p><u>The Function of Food in a Residential Treatment Setting</u></p> <p>Reading: Rose, M. The function of food in residential treatment.</p> <p>Simmons, S., Hancock, P., and Whitwell, J. The importance of food in relation to treatment With: Kay Malko</p>
1.2	<p><u>The Physical Environment: Milieu Therapy</u></p> <p>The importance of the physical environment in the care and treatment of emotionally deprived children.</p> <p>Reading: Bettelheim, B. Dining rooms and bathrooms: Trauma and treatment. With: Kay Malko</p>
1.3	<p><u>Child Protection and Complaints Procedure: A Review</u></p> <p>Reading: The Children Act 1989 Guidance and Regulations Volume 4 Residential Care.</p> <p>Wilshire Social Services and Cotswold Community Policy's with: Chris Knight.</p>
1.4	<p><u>Administration and Presentation Skills</u></p> <p>Report and letter writing, case reviews, recording, telephone communication, and self presentation.</p> <p>With: Chris Knight.</p>
1.5	<p><u>Working with Parents, Foster Parents and Social Workers</u></p> <p>Working with the feelings and dynamics involved in relationships with parents whose children are in residential treatment.</p>

	<p>Reading: Dockar-Drysdale, B. The Therapeutic Management of emotionally deprived parents whose children are in residential treatment.</p> <p>Winnicott, D.W. The Deprived Mother, The Evacuated Child, The Return of the Evacuated Child, and Home again.</p>
1.6 and 1.7	<p><u>Child Development Theory:</u> From Dependence to Independence.</p> <p>Reading: Winnicott, D.W. The Theory of Parent-Infant relationship.</p> <p>Winnicott, D.W. From dependence to independence in the development of the individual.</p> <p>Tavistock Clinic, Understanding your child series</p> <p>Skygger, R. Extracts from, One Flesh Separate Persons, and Families and How to survive them, Skygger, R. and Cleese J.</p> <p>With: Pat Hancock.</p>

THE THERAPEUTIC COMMUNITY FOR CHILDREN AND ADOLESCENTS

2.1	<p><u>The Cotswold Community:</u></p> <p>History and Present Context</p> <p>Reading: Wills, D. Spare the Child Dockar-Drysdale, B. Staff consultation in an evolving care system. Whitwell, J. Is there a future for long term psychotherapeutic child care?</p>
2.2	<p><u>Meeting the Primary Provision Needs of an Individual in a Group</u></p> <p>Reading: Dockar-Drysdale, B. Adaptation to the needs of an individual in a group, Winnicott, D.W. Group influences and the maladjusted child.</p>
2.3 and 2.4	<p><u>Transitional Objects and Transitional Phenomena</u></p> <p>The development of boundaries, the use of transitional objects and play.</p> <p>Reading: Davis, M. and Wallbridge, D. Adapting to shared reality. Winnicott, D.W. Transitional objects and transitional phenomena.</p>

2.5	<p><u>Moving Towards Integration</u></p> <p>Reparation and the capacity for concern.</p> <p>Reading: Winnicott, D.W. The development of the capacity for concern. Dockar-Drysdale, B. Some Aspects of Damage and Restitution.</p>
2.6	<p><u>Psychotherapeutic Work with Sexually Abused Children</u></p> <p>Reading: Morison, C. The residential treatment of sexually abused children.</p> <p>Van Heeswyk, P. Working note.</p> <p>With: Chris Knight.</p>
2.7	<p><u>The Sexual Education of Boys in Residential Treatment Settings.</u></p> <p>Reading: Lole, A. Sexual Education for emotionally disturbed and sexually abused boys.</p> <p>Therapeutic Resource group paper.</p> <p>With: Jacqueline Fitch.</p>
2.8 And 2.9	<p><u>Working with the very difficult individual and group</u></p> <p>Anticipating difficulties and managing situations to prevent escalation. The use of appropriate physical management.</p> <p>Reading: Redl, F. and Wineman, D. Techniques for the antiseptic manipulation of surface behaviours.</p> <p>Review: Internal paper on holding.</p> <p>Dockar-Drysdale, B. Panic, Holding, and the Management of Violence.</p>
2.10	<p><u>Working with our Feelings</u></p> <p>The impact of the work on ourselves.</p> <p>Reading: Dockar-Drysdale, B. Helping other people to help us, Dockar-Drysdale, B. Staff supervision in children's homes.</p> <p>With: Pat Hancock</p>

2.11	<p><u>Working with our Feelings</u></p> <p>Containing and making sense of stress</p> <p>Reading: Dockar-Drysdale, B. Problems arising in the communication of stress, Lanyado, M. United we stand.</p> <p>With: Pat Hancock</p>
2.12	<p><u>Cultural Issues</u></p> <p>Gender and roles</p> <p>Gender and it's relation to our role in the treatment setting.</p> <p>Reading: Samuels, A. A good enough father of whatever sex. Fitch, J. Gender, Management, Homoeostasis and change within the institution and it's task.</p> <p>With: Jacqueline Fitch</p>
2.13	<p><u>Cultural Issues</u></p> <p>The identification needs of Black children in a residential treatment setting.</p> <p>Reading: Brummer, N. White social workers/Black children: Issues of identity. Banks. N. Techniques for direct identity work with black children.</p> <p>With: Pat Hancock</p>
1.24 - 2.18	<p><u>Psychoanalytic Psychotherapy Theory</u></p> <p>The work of: Sigmund Freud Carl Jung Melanie Klein Donald Winnicott Wilfred Bion</p> <p>Reading from: Symington, N. The Analytic Experience</p>

ORGANISATIONAL ISSUES IN THERAPEUTIC CHILD CARE

3.1	<u>Leadership, Authority and Responsibility</u> Reading: Obholzer, A. Authority, power and leadership. Brearley, M. Captains and Cricket Team,s Therapists and Groups.
3.2 And 3.3	<u>Management Role and Task Performance</u> Working with group dynamics in the task setting. Reading: Menzies-Lyth, I. Social systems as a defence against anxiety. Stokes, J. The unconscious of work in groups and teams. Balbernie, R. and Miller E. Management Implications of the Therapeutic task.
3.4	<u>Systems Theory</u> An Introduction An overview of systemic perspectives. Reading: Preston-Shoot, M. and Agass, D. Defining the theory: A systems approach.
3.5	<u>Systems Theory</u> Psychodynamics and systems Reading: Preston-Shoot, M. and Agass, D. Psychodynamics and systems: towards a working synthesis for the person in situation.

REVIEW AND EVALUATION

A review and evaluation of how the training group is working, in terms of content, method, and the contribution of group members.

4.1, 4.2.and 4.3

THREE YEAR TRAINING PROGRAMME: YEAR 3 SYLLABUS

BASIC CHILD CARE

1.1	<p><u>Working with the boy's family, Foster Parents and Social Worker</u></p> <ul style="list-style-type: none">- working together bringing the whole of the child together. <p>Reading: Ainsworth, F. – A 'no blame' approach to work with children and adolescents in residential care.</p> <p>Bruggen, P. and O'Brien, C. – Reasons for Admission and Discharge.</p> <p>With: Chris Knight.</p>
1.2	<p><u>Children's Rights and Children's Needs</u></p> <ul style="list-style-type: none">- developing a responsible approach towards supporting the rights of children and meeting their needs. <p>Reading: Baldwin, N. – The power to care in children's homes. Clough, R. - Residential work, Ch. 6 rights. Ward, A - Power prejudice and dependency.</p> <p>With: Chris Knight</p>
1.3	<p><u>The Physical Environment: Milieu Therapy</u></p> <ul style="list-style-type: none">- The importance of the physical environment in the care and treatment of emotionally deprived children. <p>Reading: Rose, M – A therapeutic House Burton, J – Creating helpful organizations</p> <p>With: Kay Malko</p>
1.4	<p><u>Child Development Theory</u></p> <ul style="list-style-type: none">- Infancy and emotional development <p>Reading: Shuttleworth, J. – Psychoanalytic theory and infant development. Rayner, E. – The first ten months.</p>
1.5	<p><u>The Development of Infantile Sexuality and Aggression</u></p> <p>Reading: Erikson, E.H. – The Theory of infantile sexuality. Edgecombe, R - The development of aggression in children.</p>

1.6	<p><u>Attachment Theory – The Role of Attachment in Child Development</u></p> <p>Reading: Bowlby, J – Prototypes of human sorrow Holmes, J – Bowlby: A re-appraisal.</p>
-----	---

THE THERAPEUTIC COMMUNITY FOR CHILDREN AND ADOLESCENTS

2.1	<p><u>The Team Working with the Individual Child</u></p> <p>The importance of the whole team in the treatment of the child – the team as therapist.</p> <p>Reading: Hinshelwood, R. – The staff team as transference object. Menzies-Lyth, I. – The development of the self in children in institutions. James, O. – The role of the nurse/therapist relationships. Dockar-Drysdale, B. – Role and Function</p>
2.3	<p><u>Psychotherapeutic work with sexually abused children</u></p> <ul style="list-style-type: none"> - working with unintegration and abuse. <p>Reading: Alvarez, A – Child sexual abuse – the need to remember and the need to forget. Balbernie, R. – There is no such thing as an abused child – but there is a phantom hybrid of the mind.</p> <p>With Chris Knight.</p>
2.4	<p><u>Education and Learning</u></p> <ul style="list-style-type: none"> - Emotional development and learning – therapy and teaching. <p>Reading: Salzberger – Wittenberg, I. – Emotional aspects of learning. Stanley, J - What is therapy: what is teaching?</p>
2.5	<p><u>Physical Restraint and Physical Holding</u></p> <ul style="list-style-type: none"> - their appropriate use in the ‘holding’ environment. <p>Reading: Review, Dockar-Drysdale, B.</p> <ul style="list-style-type: none"> - panic - holding - the management of violence <p>Brown, C – A case study examining the use of ‘holding’ and restraint in a residential child care home.</p>

2.6	<p><u>Powerful feelings aroused in work with emotionally deprived children</u></p> <ul style="list-style-type: none"> - the importance of thinking about these feelings and developing a framework for understanding, <p>Reading: Copley, B and Forryan, B. – Containment, mental pain and thought.</p> <p>Lanyado, M. – working with anxiety in a primary residential school.</p>
2.7	<p><u>Personal Growth and Development</u></p> <ul style="list-style-type: none"> - the impact of working with deprived children in ourselves <p>Reading: Bettelheim, B – The total involvement of staff members.</p> <ul style="list-style-type: none"> - Re-integration: The staff member against himself. - The inward journey.
2.8	<p><u>The Holding Environment and Staff Support</u></p> <p>Reading: Miller, E. – Creating a holding environment: conditions for psychological security. Kahn, W.A. – To be fully there: Psychological presence at work. Hodgkinson, P.G. – Staff support systems in the residential treatment of adolescents.</p>
2.9	<p><u>Supervision</u></p> <ul style="list-style-type: none"> - Staff support and treatment tool. <p>Reading: Mattinson, J. – The reflection process in casework supervision. Leach, G. – Nurse/Therapist supervision as an impetus to change. Tischler, L. – Nurse/Therapist supervision.</p>
2.10	<p><u>Psychotherapeutic Work with Black Children</u></p> <ul style="list-style-type: none"> - Working with racial issues in inner and outer reality. <p>Reading: Andreous, C. – Inner and Outer Reality – in children and adolescents.</p>

2.11	<p><u>Anti-Discriminatory Practice: Race and Racism</u></p> <ul style="list-style-type: none"> - Working with institutional racism and developing a non-racist practice. <p>Reading: Cooper, A – Getting started: Psychodynamics, racism and anti-racism.</p> <p>With: Pat Hancock.</p>
2.12	<p><u>Anti-Discriminatory Practice: Sex and Sexism</u></p> <ul style="list-style-type: none"> - Working with institutional sexism and developing a non-sexists practice. <p>Reading: Coulshed, V – Equal Opportunities Coulshed, V. – Women in management</p> <p>With Pat Hancock</p>
2.13	<p><u>Gender Issues in the Treatment Setting</u></p> <ul style="list-style-type: none"> - Gender and our roles in work. <p>Reading: Samuels, A – A good enough father of whatever sex. Beach, K. – Gender roles in therapeutic communities.</p>
2.14	<p><u>Psychoanalytic Psychotherapy Theory</u></p> <p>Thinking and emotional development – working with children who have severe difficulties in thinking.</p> <p>Reading: Palmer, B. – Thinking about thought. Holmes, G. – I’m bad, no good, can’t think Joseph, B. – On understanding and not understanding.</p>
2.15	<p><u>Endings in Psychotherapeutic Work</u></p> <p>Reading: Slazberger-Wittenberg, I. – The meaning and management of endings. Dykes, S. – Letting go: A psychotherapists view of endings. Guidi, R.G. – Premature termination of analysis.</p>
2.16	<p><u>Transference and Counter-Transference</u></p> <ul style="list-style-type: none"> - Trying to make sense and use of our counter-transference. <p>Reading: Carpy, D. – Tolerating the countertransference Sandler, J. – Contertransference.</p>

2.17	<p><u>Working with very powerful feelings in the transference and counter-transference</u></p> <p>Reading: DeMari, F. – On transference psychosis: clinical perspectives on work with borderline patients. Sandler, J. – Negative Therapeutic Reaction.</p>
------	--

ORGANIZATIONAL ISSUES IN THERAPEUTIC CHILD CARE

3.1	<p><u>Management, Role and Task Performance</u></p> <p>Staff, support and task performance.</p> <p>Reading: Menzies-Lyth, I. – Staff support systems: Task and anti-task in adolescent institutions. Stokes, J. – Institutional chaos and personal stress.</p>
3.2	<p><u>Management, Role and Task Performance</u></p> <p>Open systems theory and task performance.</p> <p>Reading: Miller, E.J. – Towards an organizational model for residential treatment of adolescents. Roberts, V.Z. – The organization of work: Contributions from open systems theory.</p>
3.3	<p><u>Leadership and Authority</u></p> <p>The meaning of authority, where does it come from and its use.</p> <p>Reading: Roberts, V.Z. – Is authority a dirty word? Some dilemmas in idealistic organizations. Guest, R.H. – The nature of authority in perspective.</p>
3.4	<p><u>Managing Change</u></p> <p>Understanding resistance to change.</p> <p>Reading: Obholzer, A. – Institutional dynamics and resistance to change.</p>
3.5	<p><u>Managing Change</u></p> <p>Working through change.</p> <p>Reading: Marris, P. – Loss and change. Guest, R.H. – Organizational change – the effect of successful leadership.</p>

3.6	<p><u>Group Dynamics</u></p> <p>Understanding group processes.</p> <p>Reading: Menzies-Lyth, I. – A personal review of group experiences. Rioch, M.J. – The Worker of Wilfred Bion on Groups.</p>
3.7	<p><u>Group Dynamics</u></p> <p>Group processes in staff teams.</p> <p>Reading: De-Haan, C. – staff in fusion. Obholzer, A. and Roberts, V.Z. – The troublesome individual and the troubled institution.</p>

REVIEW AND EVALUATION

A review and evaluation of how the Training Group is working, in terms of content, method and the contribution of group members.
 4.1.4.2 and 4.3