

- (3) Clinical work: three analytic cases under supervision, minimum three times weekly, including male and female and from three age groups – pre-latency, latency, adolescence. Non-intensive cases, under supervision. Work with parents under supervision. Assessment. Some experience in brief counselling and/or family work.
- (4) Training in infant observation, child development.
- (5) Academic training in theory and technique.
- AFC: 5 or 6 on average, every other year  
SAP: between 1 and 3 each year  
BAP: 5 or 8 on average, every other year, capacity 12
- (2) *Status*  
Tavistock only NHS based funded  
AFC – a charity with few training grants for selected students  
BAP and SAP – private students self-financing
- (3) *Theoretical bases*  
Tavistock: Kleinian and post-Kleinian  
AFC: Freudian and contemporary Freudian  
SAP: Jungian  
BAP: Independent  
Theoretical differences are reflected in teaching and orientation of analysts and supervisors used by four training schools.

### *Differences between training*

#### (1) *Size*

Tavistock: 10 on average per year

*Psychiatric Bulletin* (1991), 15, 55

## The North East Division Trainees' Day 1990

DENISE RIORDAN and ANDREW CLARK, Collegiate Trainees' Committee Representatives, North East Division

The 1990 North East Division Trainees' Day was held in Newcastle upon Tyne on 19 April 1990, and was attended by 26 trainees, mainly from the Northern region.

The morning session concentrated on the theme of 'Training in Teaching', and was opened by Professor Sims, College Dean, who emphasised the importance of teaching in clinical work. He discussed how the skills needed for this are gained and developed, and talked about the activities of the College in this respect. It is an area currently being considered by both the College Central Approval Panel and the Joint Committee on Higher Psychiatric Training. He stressed the need for the profession to be both self-questioning and research orientated, while not losing sight of its primary duty to patients.

Alan Millward (Director of In-Service Education at Newcastle University) continued on the theme of being self-questioning, and suggested there is often a discrepancy between theory and practice in day-to-day professional life. He used a team building exercise as a way of showing how useful it is to stand back and observe one's actions, so as to learn from them, and to help bring theory and practice into closer harmony.

Dr Ian McKeith (Senior Lecturer at Newcastle University) brought the morning session to a close

with a pragmatic discussion about how to teach others. He emphasised the importance of recognising the needs of an audience, while at the same time choosing a topic in which one is interested, so as to be more likely to give a confident and lively presentation. He also emphasised the value of constructive feedback in helping one develop teaching skills.

In the afternoon the topic of community psychiatry was addressed by Dr Jan Scott (Senior Lecturer at Newcastle University) and Dr John Nehaul (Consultant Psychiatrist at St James' Hospital, Leeds). The benefits and pitfalls of working as a member of a multidisciplinary team in a variety of settings were discussed, with the focus upon the needs of trainees. The relationship between clinicians and management was explored in depth, with particular reference to the importance of clinicians as leaders and motivators in a team, taking an active role in decision making and resource allocation.

Both sessions provoked vigorous discussion, with training issues very much to the fore. Trainees felt it would be valuable to follow up a person with chronic mental illness over a long period, so as to gain more insight into how community and hospital services work together in the interest of patients.