



Doctorate in Clinical Psychology

Course Newsletter

Autumn 2017

Dear Colleagues,

Welcome to the Autumn 2017 edition of the UCL Doctorate in Clinical Psychology Course Newsletter.

Firstly, I would like to extend a warm welcome to our new cohort of trainees who will be joining us in the next week or two. I would also like to congratulate our out-going trainees who have recently completed their Vivas and who are looking forward to their leaving party this week. It has been great to see this cohort develop throughout their three years at UCL and I know that I speak on behalf of the entire staff team when I wish them all the very best in their future careers as clinical psychologists.

As always, the course staff would like to extend our gratitude to all of our regional supervisors who are involved in supporting trainees with their research or in offering clinical placements. Your continued collaboration with the course ensures that we provide trainees with the highest quality of training.

In this edition, Tony Roth (Joint course director) provides an update on the future funding of training. We hear about some exciting projects that are currently being carried out by current and recently qualifying trainees, one that has even attracted the attention of the BBC news. We also hear about an interesting piece of research focussing on the prevalence of autism in the homeless population. Two trainees also talk about their experience on placement where taking leadership role has provided a chance to develop competences outside of their usual clinical practice. We have some updates on the BABCP pathway that has now completed it's first cycle of trainees and direct our readers attention to a new library of CBT training videos that is available to our trainees. We welcome three new members of staff to the UCL team, and announce the retirement of three key figures at UCL that all of trainees (past and present) as well as supervisors will I'm sure will miss - Sue Watson, Chris Barker and Nancy Pistrang.

I hope that you enjoy reading the selection of articles from different aspects of the course. We are very proud here at UCL of the great work that our trainees are involved with in the region alongside their supervisors. If you wish to contribute to future editions of the newsletter or would like to include an article reporting on any exciting and innovative projects being undertaken in your service by our trainees, please do contact me at jarrod.cabourne@ucl.ac.uk.

Warm regards, Jarrod Cabourne

Clinical Tutor/Service User & Carer Committee Lead

Funding of Clinical Psychology training – an interim update

Professor Tony Roth (Joint course director)

Over the past two years there has been some uncertainty about the way in which clinical psychology training will be commissioned. This follows decisions made in the Comprehensive Spending Review to remove the nursing bursary, and so create a model whereby training of health professionals is (essentially) self-funded. Largely because we are a small profession the implications for our own training were overlooked, and so we continue to be commissioned by Health Education England (HEE) as in previous years. (We are in the same position as a small number of HEE-commissioned professions whose training is funded on a similar basis to our own– this includes child psychotherapy and clinical scientists).

HEE have indicated that for this coming year (for entry to training in 2018) the commissioning arrangements will remain as at present, but beyond that the picture is less clear. It looks likely that HEE will examine the assumptions behind our training model, and consider the implications of any changes (for example, on recruitment and diversity of applicants). This is actually quite reasonable, given that we are in a fairly privileged position relative to other professions.

Because of the uncertainty there is a lot of scope for rumour to surface as fact, and there have been several panicked – and so unhelpful - exchanges on social media, usually announcing the imminent demise of training. However, if there were to be a significant change we would be given some notice of it, so an important take-home message is that unless the source is impeccable, it probably isn't correct.

So what are we doing to argue our case? We have a very good relationship with the branch of HEE that commissions training in London, and have been assured that when a mechanism for reviewing training emerges we will be informed (and so hopefully can be involved directly). At a national level a group has been convened to pool intelligence and identify strategy so as to be ready to act should significant changes to training be proposed. This group is chaired by Tony Lavender, and includes the chair of DCP, several senior BPS officers and several course leads (and myself).

One consequence of this uncertainty is that potential trainees may well be worried about their prospects. For now, they should be reassured, though it is realistic to indicate the possibility of change in the longer term. One certainty is that anyone on a training scheme will not be affected by any change – their terms and conditions will be honoured.

Hopefully this interim update is helpful, even if there is – as yet – no conclusion.

Research

Researching autism in the homeless population

Authors: Morag Ryder and Alasdair Churchard



Living in London, it is impossible to ignore the widespread and growing issue of homelessness. Those working in homeless outreach teams have suspected that a number of their long term rough sleeping clients who are seen as hard to engage may have underlying Autism Spectrum Condition (ASC). This project came about when a proactive commissioner in homeless services reached out to UCL to collaborate on a project to explore this hypothesis further.

Background

Having ASC may increase an individual's risk of becoming homeless due to their smaller social networks and difficulties maintaining relationships. Homeless services are also not well designed to meet the needs of individuals with ASC, making it difficult for these individuals to exit homelessness. There is currently no peer-reviewed research into whether or not this is the case. This study sought to estimate the prevalence of elevated traits of ASC in a group of long-term homeless people and the associated characteristics of this group.

Method

The research was conducted through a homeless outreach service in Greater London. Due to ethical and methodological considerations, we did not meet directly with homeless individuals. We gathered anonymised data about the team's entire caseload (n=106) through interviews and questionnaires with keyworkers. Elevated autistic traits were determined via keyworker report of clients' behaviours, using a semi-structured interview based closely on the DSM-5 diagnostic criteria for ASC. The majority of the sample was male, white British and most commonly street homeless. The average age was 50 and average length of homelessness was 10 years.

Research

Results

Prevalence: 12% (n=13) of the overall caseload showed strong evidence of the full range of traits associated with ASC. A further 8.5% (n=9) showed possible evidence of traits associated with ASC. These 22 individuals (together, the elevated autistic trait group) were compared to the remaining 72 individuals on key characteristics.

Characteristics: Based on keyworker reports, the elevated autistic trait group showed a pattern of:

- reduced drug and alcohol use
- being completely isolated (i.e. no partner, peer relationships or contact with family)
- consistently declining offers of statutory accommodation (thus remaining street homeless); and
- having greater odds of becoming homeless due to being unable to manage to live independently (e.g. following the death of a parent).
- the prevalence of mental health issues was high and similar across both groups.

Implications

The main implication arising out of the research is that staff working in homeless services need to be offered better training and have an increased awareness of ASC. In addition, services should adapt to be more autism friendly.

An important part of the project has been disseminating its results. We have met with the National Autistic Society, Homeless Link and the Department for Communities and Local Government. Our aim is to collaborate with these services and service users to develop a briefing document for staff, setting out guidelines for working with homeless individuals with suspected or diagnosed ASC.

We were both interested in working on a project where the research question arose from a clinical need and where the research would have practical implications. This collaborative research approach worked well and it is something we would encourage more of for future thesis projects.

Developing Leadership competences on placement

As part of developing competences to be an effective clinical psychologists, we have seen a move over recent years to trainees taking on more active leadership roles on their clinical placements. Here we hear from one of our soon to be qualified trainees, Morag Ryder on her experience of embarking on a purely focused leadership placement as part of her training.

Reflections on a leadership placement – “Proceed until apprehended!”

I was very excited to be the first trainee to have a six month leadership placement with Beacon UK. Beacon UK is a managed mental health care company that works in partnership with the NHS and third sector providers, providing a number of services including access centres. As it is not a service provider, there was to be no direct client contact during my placement. This was very different to my previous placements and so I was



What I did on my leadership placement

Typical

- Consultation
- Supervision of APs
- Training
- Audits
- Service design
- Service delivery

Less typical

- No direct clinical work
- Senior leadership meetings
- Policy development
- Financial modelling
- Business development
- Commissioning process
- Mobilising a new contract

I was primarily based in Beacon UK's corporate office in the King's Fund, where the team was made up mostly of non-clinicians. I also regularly visited Beacon UK's contracts in Birmingham and Surrey for children and young people's mental health. These teams comprised a wide range of staff, including IT and data analysts, nurses, social workers and assistant psychologists. My supervisor was a clinical psychologist and the managing director of the company.

In some ways, the work was similar to the indirect work I have had on other placements. I provided consultation to non-psychology colleagues around formulation of complex cases, co-facilitated supervision of assistant psychologists and developed the assistant psychologists' development programme. I was also involved with triage and audits.

The main difference between my time at Beacon UK and my other placements was the exposure I had at the level of the senior or leadership team. From week one, I joined all the internal and external senior leadership and company board meetings and increasingly was encouraged to contribute to these. Day-to-day, I was also involved with service design and delivery, including financial modelling and business development, such as bidding for new contracts and mobilising of a new contract. It was very interesting to see how things worked at the systems level.

The culture at Beacon UK was also quite different to my previous placements. It had the feel of a start-up in the sense that it was non-hierarchical – for instance, I was never called a “trainee” during the placement. The atmosphere was fun, dynamic and fast paced - new ideas were embraced and implemented quickly. It is telling that Beacon UK's motto is “proceed until apprehended” and this proactive approach is something I have taken away with me.

What helped the most to develop my leadership competencies was having a supervisor who modelled leadership and openly reflected with me on her experience, was interested in my personal development and encouraged reflection on areas such as personality and women in leadership. She taught me not to assume that anyone else, including people more senior or more experienced to me, had all the answers. Having a supervisor who took a different path as a clinical psychologist has also changed how I think about the role of clinical psychologists and clinical psychology.

Clearly, trainees do not need to have a placement outside of the NHS or a specific leadership placement to develop leadership competencies. However, with growing expectations for clinical psychologists to be leaders, courses and placements need to give more opportunities and support to empower trainees to become leaders.

Reflecting on my experiences both during and prior to the course reminded me that trainees come to the course with a range of experiences of leadership and the course could build on this, for example by involving trainees in co-delivery of teaching. Having leadership mentors and reflective practice sessions on leadership could be another way for the course to better support trainees to develop leadership competencies. My placement highlighted to me that a better grounding in some business basics such as how to manage a budget could be beneficial as part of the teaching programme. I am very grateful to have been given such an opportunity through my placement at Beacon UK. I did not set out on the course thinking of myself as a leader but the placement gave me the confidence that I could take on a leadership role in the future.



Development of a new community network to tackle the effects of housing problems and austerity measures on mental health

By Catriona Amberton (current UCL trainee)

Between September 2015 and April 2016, a participatory action research project was undertaken in the London Borough of Newham, examining the experiences of those facing potential or actual homelessness. Its findings reflect extremely high levels of hidden homelessness; serious physical and mental health issues arising or being exacerbated by insecure housing, and an apparently systemic attempt to remove vulnerable people from the borough. This piece of research, authored by Kate Hardy and Tom Gillespie, academics from Manchester and Leeds universities, highlighted the detrimental effects of local council's housing policy on some of its most vulnerable community members.

Sally Zlotowitz, Chair of the BPS Community Psychology faction, posted this research on the Community Psychology UK JISC mail site, which led to a group of 8 professionals joining to discuss why the research was important to them and how we could bring those with similar views together. This led to the organisation of an event to launch the Housing, Austerity, and Mental Health Network, which took place at Durning Hall Community Centre in Forest Gate, London on the 26 April 2017.

The event included a presentation from members of Focus E15, activist residents, who described their experiences of collecting data and developing the research paradigm. Kate Hardy and Tom Gillespie were there to comment and elaborate on the research findings. Following this, Joel Benjamin spoke about the work of Debt Resistance UK: the connections between Newham council's borrowing through LOBO loans and the impact on social housing and homelessness. The event was publicised with an aim of gathering individuals from various backgrounds with a shared interest in tackling these problems. Attendees included local mental health practitioners, senior representatives of clinical psychology and the Citizen's Advice Bureau, academics, local activists and residents.

The event highlighted:

- The success that Housing activists can achieve
- That participatory action research is a great way for researchers, academics and practitioners to get involved and support this work and to demonstrate to others how real world events and practices are impacting on people's mental health.
- We are stronger together
- There is a network to join people together to fight this issue - The Housing, Austerity and Mental Health Network

Further details can be found at:

<https://www.facebook.com/groups/HousingMHnetwork/> and housingmh@outlook.com

The network provided a response letter to the events at Grenfell Tower, which was published in the Evening Standard, and received over 325 signatures. The letter emphasised the importance of rehousing the victims in their local area and the impact that displacement can have on people's mental health. Following this, there are plans for an open letter to be written and published with more details about the effects of cuts and council misspending on the vulnerable residents' livelihoods.

The network has monthly meetings on the first Monday of the month, which are open for anyone to attend who would like to share their ideas on potential projects for the network, to request for the network to help in a matter, or just to be part of something that they feel is important.

Current projects:

- Members of the network are currently making links with existing networks who work on housing matters, such as the Radical Housing Network, ACORN (a tenants' management organisation), Focus E15, Debt Resistance UK, and Architectural workers.
- Network coordinator Rebecca Amos has recently presented about impact of displacement and how to support residents in unsafe housing blocks.
- Making links with London based clinical and community psychology trainee networks for contributions and new members
- Open letter about Grenfell Tower, the effects of displacement on mental health and the importance of processes including involving the community when discussing local housing policy.
- Presentation at the next Community Psychology Festival (September 2017)

Catriona's Involvement

"I became involved in the network before the launch event, from having conversations with the coordinator Rebecca Amos, who happened to be working at my placement. We spoke about our values and how we both viewed social change as a key factor in tackling mental health problems. Our second-year lecture about social inequalities really drove this message home to me, and ever since I've been passionate about spreading that message and being more active in my endeavours to enable change and help in situations where I can.

I started by being on hand to facilitate the launch event – promoting discussion after the speeches and gathering contact details from attendees in order to secure communication with interested parties following the event. Since then, I've worked closely to assist coordination of the network- using my skills in writing to draft and edit emails and communication sent out by the network, and am an administrator of the Facebook group. I continue to attend meetings and be a key part in spreading the message that housing is incredibly important in improving the wellbeing of those most vulnerable in society. I am fortunate enough to be a homeowner at this point in my life, but have in the past experienced housing insecurity and the impact that it had on my own mental health, thus this is a cause close to my heart and I intend to try to make a difference through my involvement."



From Practice to Policy

Dr Nina Browne is a Clinical Psychologist, qualifying from UCL in 2016. Prior to training she had worked for 10 years in community mental health settings, heavily influenced by Community Psychology. She brought these interests into her doctoral training, supporting the organisation of lunchtime and evening talks on such topics and spending her final year at MAC-UK. Her thesis, with Professor Chris Barker, Dr Kat Alcock and Dr Sally Zlotowitz, is on how psychology can be used to influence policy. As a result she has developed a new policy workshop for trainees UCL. Here, Nina talks about her experience of embarking on a new social enterprise.



...Just do it!

Dr Melinda Rees, Managing Director at Beacon UK, said to me *“There’s that saying, if you are offered a seat on a rocket ship, you don’t refuse it. So, I thought this is a huge journey I can go on, it won’t be comfortable, it will be totally exciting, and I’ll learn so much...It could all go wrong but you know, if you don’t try. So I took a risk”*

I think about her words a lot. I had no idea at the time she was also summing up my first year post-qualification. My thesis, [‘From Practice to Policy’](#), put me in the privileged position of hearing her professional journey, and the journeys of 37 other eminent clinical psychologists. They had all used their clinical training to influence policy; they all had very similar advice. Firstly, this wasn’t about developing a new set of competencies, as I had set out to do, but instead developing confidence in our existing skills to use them differently. Secondly, we need to become skilled at seeing opportunities to do this, take risks and then... “just do it” (In the words of Professor Peter Kinderman, not Nike).



Therefore, when I was offered an opportunity to board a rocket ship, joining Dr Charlie Howard in setting up a new social enterprise, I couldn’t ignore the recommendations I’d been writing up for the previous year. My first day at work was in the basement of Costa in Kilburn, our office at the time, and I remember Charlie saying “I’m not sure exactly what we’ll be doing first, but let’s establish our vision”.

Owls' vision, that we wrote that day, is *“a world where anything is possible through collaboration and where communities are listened to and looked to for solutions”*. In practice we achieve this by working across boundaries and use psychology in creative new ways. We partner with people, communities, organisations and policy makers to develop new solutions to mental health.

Owls provides me with an opportunity to develop practice-based evidence on how psychologists change policy, as well as learning about our role in leadership. For example, how do I communicate complex ideas simply? This was put to the test when I presented my thesis at the conference of the Society for Community Research and Action (SCRA) in Ottawa. I was asked to do an 'IGNITE' presentation of 15 slides of images in 5 minutes. I learnt from giving that a go that more people were interested in the ideas from that presentation than will probably ever read my thesis.

Fast forward a few months and some cardboard boxes I had collected from my local market formed part of a feature on [BBC news](#). The BBC were reporting on Problem Solving Booths (PSB), which at the time we were launching for Thrive LDN, the Mayor's city wide movement for mental health in London. Here is a film we made at the first ever PSB, which taught me about film licensing, script writing, governance and being prepared to fail.



PSBs bring members of the community together to have conversations that they might not usually have, by helping each other with their problems. The idea was suggested by a young person who, when asked what would help with feeling stressed, said “a problem solving booth right here on my street”. One chair is for the Helper, the person listening to the problems, and the other for the Helped, the person describing their concerns.

The aim of the PSB, however, is that people swap roles regularly as we all have both the potential to have problems as well as to offer help. We have led the testing and development of this idea in close partnership with a wide range of partners including Camden Council, Camden and Islington NHS Foundation Trust, the MET Police in Hounslow, South London and Maudsley NHS Foundation Trust, Tavistock and Portman, Goldsmith University and Method.





Another partnership is with the [Camerados](#), a social movement tackling loneliness. My role has been co-developing Public Living Rooms, ensuring their work is underpinned with clinically sound, evidence-based principles. This has involved co-producing some tools that enable people to have difficult conversations, or how to take care of themselves afterwards. Ensuring that the communities voices are at the centre of how we work, it's meant talking about loneliness on streets, buses, beaches and in shopping centres.

What's next? We are always looking for partners, especially as we continue to test and scale Problem Solving Booths. We have a trainee joining us who will co-develop a new placement; together we will continue to share our learning. Thinking about becoming a supervisor myself reminds me of the all of the supervisors and managers I've had that inspired and enabled me to work in different ways...for years! It's significant, that as I write this one of my most influential supervisors is clearing his office at UCL for his retirement. Without Professor Chris Barker, my own journey would not be beginning in this way as his comes to an end. So the other thing that I'll be doing is trying to convince him to keep running Problem Solving Booths with us! Happy Retirement Chris!

To find out more:

You now can book onto a free problem solving booth training here:

<https://www.problemsolvingbooths.com/copy-of-in-more-detail>



Developments in Teaching

New Additions to the CBT Video Resources

New video resources are now available in UCL Moodle covering CBT for psychosis (CBTp), CBT with children and young people, and common difficulties in implementing CBT with less straightforward clients.

Video demonstrations of CBT with children and young people

Part 1 of the video library



[Click here for background information about using the videos and the competence framework that underpins them](#)

[Click here for the video library contents page](#)

[Click here for information about the children and young people in the clips](#)

The CBTp clips, produced in collaboration with the University of Exeter, cover areas specific to CBTp such as having a dialogue with clients about 'unusual experiences' and talking with clients about command hallucinations. They also demonstrate adaptations for common issues such as responding to clients who feel that the therapist does not believe them.

There is now an extensive library of clips on implementing CBT with children and young people. The videos were designed to show clients with a range of different ages and problems. Key topic areas include:

- setting the right context for therapy
- building a therapeutic alliance during assessment
- collaborative practice
- structuring the therapeutic process
- CBT skills aimed at facilitating understanding
- CBT skills aimed at facilitating coping, acceptance and change
- setting, monitoring and evaluating progress



Finally, three new videos have been produced in response to the demand for demonstrations of CBT skills applied to less straightforward clients. These are designed to complement the existing tutorials demonstrating basic competencies. The emphasis is on common issues that therapists can struggle with where client presentations include relationship issues that may affect the therapeutic alliance.

The topics are:

- Balancing session structure and the therapeutic alliance in the face of heightened emotion
- Balancing attention to task and process when implementing a therapy technique that may trigger a client's NATs/distress
- Maintaining collaboration when developing a behavioural experiment

The videos highlight some key areas of good practice and demonstrate both competent and less competent ways of dealing with the same issue.

All video resources are available via the UCL Moodle website in the Learning Resources section. Supervisors and trainees may find it helpful to watch these together to facilitate learning and reflection on clinical skills.

Update on the BABCP Pathway

The course is now in its second year of the BABCP accredited CBT pathway. Just under half of the incoming trainees are about to embark upon the pathway. Trainees on the pathway have a significant number of additional academic and clinical requirements, with the clinical work needing to be supervised by supervisors accredited with the BABCP. Full details of the pathway are on the dedicated webpage: www.ucl.ac.uk/dclinpsy/babcp .

Our congratulations go to Deirdre Noone and Radha Kothari, who are the first UCL trainees to complete the CBT pathway alongside their DClinPsy this September, and a big thank you to their dedicated supervisors.

We are very grateful to all the supervisors who have helped to make the new pathway a success – we could not have done it without you. We are also conscious of the supervisory demands of the pathway, and for the coming year we are introducing new CBT pathway supervision groups which will be facilitated by Dr Sue Watson. Where needed, and on the basis that it fits with other placement commitments, first year trainees on the pathway will be able to attend one of these groups for the first or second half of their first year, and they will receive supervision on up to two of their exemplar cases. We will be writing to supervisors shortly with more details.

Together with Royal Holloway, who are also introducing a similar CBT pathway this year, we will again be running a BABCP supervisor workshop on 1st December 2017, so please do book on to this if you have not already attended the workshop and you are supervising a pathway trainee. This is in addition to the CBT supervision workshop run by all three of the North Thames courses. Details of both of these workshops and how to book are available at: <http://www.ucl.ac.uk/dclinpsy/events>

We always welcome feedback from supervisors about the pathway, so please do get in touch with me if you have any feedback or would like to discuss anything.

Dr Henry Clements

Senior Clinical Tutor and CBT Pathway Lead

henry.clements@ucl.ac.uk

Update on the BABCP Pathway

A trainee's experience of the UCL CBT pathway

Mauricio Alvarez Monjarás is once of our 2016 cohort trainees, who has recently completed his first year of training and is on the BABCP pathway. Here he tells us a little of his experience of his first year on training whilst embarking on the pathway.

“When I started the UCL Doctorate in Clinical Psychology I was excited to be given the opportunity to undertake the BABCP-accredited CBT pathway. Although the requirements for the pathway are demanding, following the pathway has been extremely useful for developing my clinical skills and knowledge. The amount of clinical hours, alongside the in-depth and thoughtful supervision, has helped me gain a clear understanding of CBT theory and practice, and has provided a well defined structure



for formulating and working effectively with clients. Also, being placed in a personality disorders service has given me the opportunity to develop skills in third-wave approaches (particularly DBT) and to apply these skills to complex cases within an SMI setting. It has certainly been daunting, especially coming from a more psychodynamic background at home; however, as my first year placement draws to a close I now feel more confident to build on what I have learnt in my future placements. I have very much appreciated the input from the clinical team on my placement, the CBT teaching and training videos from the course, and most of all, the thorough and thoughtful support of my supervisor, Allison Wilson-Thompson. Without a doubt, the CBT pathway is proving invaluable for my professional development and I am sure it will be a great asset for my future career goals in the UK or in Mexico, my home country”

Mauricio Alvarez Monjarás, MSc, MBPsS

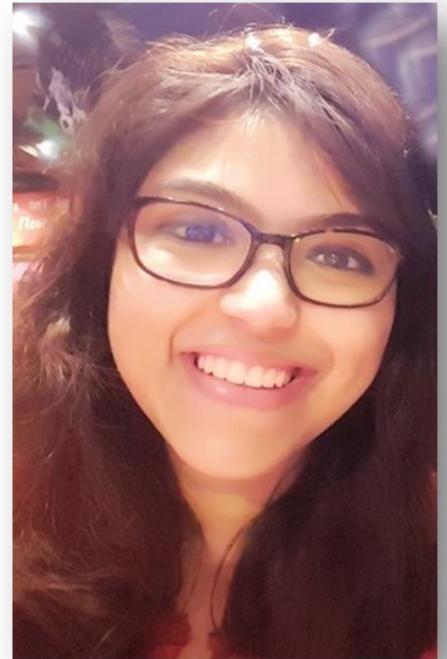
DClinPsy Doctorate in Clinical Psychology (2016-19 candidate)

University College London

New Members of Staff

Gourangapriya Dey (Priya) - Research and Finance Administrator

Priya started in the department in March 2017. She has previously worked at the University of Leicester as Programme Administrator, Quality Assurance Assistant and as a Research Support Assistant. She also has experience working as an HR administrator for Leicestershire Partnership NHS Trust. At UCL Priya assists the Research Director with the administration of the Research component of the programme and assists the Department Manager with the day-to-day running of the CEHP Finances and HR functions (including research grant support for academics).



Tim Cadman - Locum Tutor

Tim joined the team in April 2017 and is based in the department two days per week. He is here until October as maternity cover for Miriam Fornells-Ambrojo. Tim trained at UCL and currently works at Islington CAMHS. He is interested in systemic approaches and bringing ideas from critical psychology and social constructionism to clinical practice with children and families. Tim also has research interests in attachment and developmental psychopathology.

Madiha Shaikh - Lecturer

Madiha joined the academic staff as a lecturer in March 2017. Madiha trained at Royal Holloway University and graduated in 2014 as a Clinical Psychologist. Since qualifying has worked in the NHS, Imperial College and Queen Mary University. Madiha's clinical work has been with individuals presenting with psychosis and their families in North East London Foundation Trust (NELFT) and she has a special interest in Early Intervention for Psychosis (EIP). Madiha is based in the department 2 days a week.



Special Thanks

Sue Watson (Clinical Director)

This September the department will be saying a sad farewell (but also happy retirement) to our highly valued clinical director, Sue Watson. Sue has been with the department for a number of years and is an integral part of the DClinPsy. There is no doubt that her wisdom, exceptional clinical skills, great management of the tutor team, not to mention her wit, openness, warmth and humour will be very much missed by all staff, supervisors and trainees (you only need to see the number of thank you cards that she receives as evidence of this - I think she must hold the current UCL record). She has had a significant impact on so many trainee journeys (including my own back in 2007) and it has been nothing but a joy to have had the opportunity to return to work under her guidance over the last 4 years. We are very pleased however to be keeping a bit of Sue and she will still be involved in facilitating supervision groups for the BABCP pathway and clinical seminars. I'm sure that I speak for all staff members, supervisors, trainees (past and present) when I wish Sue all the very best in her retirement.

Jarrold Cabourne (Clinical Tutor)



Special Thanks



Chris Barker and Nancy Pistrang

Try as we might, we can deny it no longer: Prof Nancy Pistrang and Prof Chris Barker are retiring from their roles on the UCL Clinical Psychology Course at the end of September. Chris and Nancy have the distinction of having taught every cohort of UCL-trained clinical psychologists, starting at the course's inception (initially as an MSc) in the late 1980s. They went on to serve as Joint Research Directors for over two decades, overseeing the DClinPsy theses of literally 100's of UCL trainees. Many of you will have had personal experience of Nancy and Chris, and so will know of their exceptional combination of wisdom and warmth. Intellectually, they set the tone for the UCL course's commitment to intellectual rigour; and promoted an ethos of methodological pluralism, whereby trainees are encouraged to be open to a range of research approaches, rather than assuming one type of methodology to be superior to others. Furthermore, their kindness and talent for mentorship, of students and junior staff, is legendary. Their contribution to the course has been enormous and entirely beneficial. Thankfully they are both planning to retain links with the course as emeritus Professors. We wish them a happy and satisfying retirement!

Will Mandy
Research Director

Supervisors Workshops

SUPERVISOR WORKSHOP PROGRAMME 2017–2018

For Supervisors of North Thames' Trainee Clinical Psychologists

The three North Thames Doctoral Programmes in Clinical Psychology (DClinPsy) – University College London (UCL), Royal Holloway University of London (RHUL) and University of East London (UEL) – run a programme of workshops* for supervisors of Trainee Clinical Psychologists in the region.

Please note these workshops are for supervisors of North Thames DClinPsy trainees only. Priority is given to supervisors who are either currently supervising, or expecting to supervise within the next placement intake.

These events are free.

To book a place or seek information about a particular workshop, please contact the administrator of the course hosting the workshop.

Course administrator contact details:

RHUL

Tel: 01784 443851

E-mail: clinpsyworkshops@rhul.ac.uk

UEL

Tel: 020 8223 4501

E-mail: clinpsyworkshops@uel.ac.uk

UCL

Tel: 020 7679 1897

E-mail: placements-admin@ucl.ac.uk

*** Supervisor workshops hosted by UCL and RHUL are held in central London locations close to Tottenham Court Road. Workshops hosted by UEL are generally held at the UEL Stratford Campus.**

Supervisors Workshops

Neuropsychology Workshop

Thursday 16th November 2017

10.00am – 4.30pm

Host: UEL – Tel: 020 8223 4174 | E-mail: clinpsyworkshops@uel.ac.uk

This workshop is for psychologists and therapists who supervise DClinPsy trainees undertaking psychometric assessment. It is aimed at those who would like a refresher on neuropsychological theory and how this applies to supervising trainees on placement. This year the focus will be on adult/older adult presentations.

Workshop content:

Key psychometric constructs.

The neuropsychological examination – comprehensive test batteries.

Scoring, interpretation & differential diagnosis.

Reporting and feedback.

BABCP Supervisor Workshop

Friday 1st December 2017

10.00am – 4.00pm

Host: UCL – Tel: 020 7679 1897 | Email: placements-admin@ucl.ac.uk

This workshop is for supervisors who are accredited with the BABCP and who are offering a placement to DClinPsy trainees in Autumn 2017 or Spring 2018.

Workshop content:

The BABCP pathway through DClinPsy training: *What do I need to know and do as a supervisor?*

Reliable rating of assessment and therapy sessions using the UCL CBT Rating Scale and the CTS-R.

Supervisors Workshops

Supervision Part 1: Two-day Workshop for New Supervisors

Thursday 7th & Friday 8th December 2017

09.30am – 4.30pm (Day 1)

10.00am – 4.00pm (Day 2)

Host: **RHUL*** – Tel: **01784 443851** | E-mail: clinpsyworkshops@rhul.ac.uk

This two-day workshop is for psychologists and therapists who are relatively new to supervising or are about to supervise Trainee Clinical Psychologists in the North Thames region for the first time. It is part 1 of 2 workshops towards eligibility for registration with the BPS Register of Applied Psychology Practice Supervisors (RAPPS).

Workshop content:

Information about the DClinPsy programmes in North Thames.

Models of learning and training, and the structure of supervisor sessions.

Monitoring, assessing and giving feedback to trainees; BPS and DClinPsy programme supervision requirements.



**Hosted at a central London location close to Tottenham Court Road.*

Formulation

Thursday 18th January 2018

10.00am – 4.30pm

Host: **UEL** – Tel: **020 8223 4174** | E-mail: clinpsyworkshops@uel.ac.uk

This workshop is for psychologists and therapists who already have some experience of supervising DClinPsy trainees.

Workshop content:

What do we mean by formulation skills?

How are formulation skills taught?

Build on your current skills in teaching trainees to formulate.

Supervisors Workshops

Supervision Part 2 – Advanced Supervisor Workshop

Thursday 1st February 2018

10.00am – 4.30pm

Host: UEL – Tel: 020 8223 4174 | E-mail: clinpsyworkshops@uel.ac.uk

This workshop is for psychologists and therapists who already have some experience of supervising DClInPsy trainees in the North Thames region. It is Part 2 of 2 workshops towards eligibility for registration with the BPS Register of Applied Psychology Practice Supervisors (RAPPS).

We suggest that people enrol on this workshop after a minimum of 12 months after attending the two-day introductory workshop (Part 1). Priority will be given to those currently supervising DClInPsy trainees.

Workshop content:

Revisiting themes from Part 1 in the context of supervisors' experiences with trainees. The content includes:

Dilemmas in the supervisory relationship.

Managing power in the supervisory relationship.

The supervisor's role as both assessor *and* facilitator of learning.

Evaluation of trainees' clinical competence.

Working with trainees who may be struggling on placement.



CBT Supervision

Friday 16th February 2018

10.00am – 5.00pm

Host: UCL – Tel: 020 7679 1897 | Email: placements-admin@ucl.ac.uk

This workshop is designed for supervisors who are already regularly using CBT in their clinical practice, and would like to 'fine tune' their approach to using CBT within supervision of DClInPsy trainees. A working knowledge of the theory and practice of CBT will be assumed.

Workshop Content:

- How CBT theory informs good practice within supervision.
- The use of CBT approaches within supervision.
- An overview of the BABCP pathways on the RHUL and UCL DClInPsy programmes.
- Monitoring progress and competency in CBT and giving feedback using the CTS-R and UCL CBT Rating Scale.

Supervisors Workshops

Systemic Supervision

Thursday 8th March 2018

10.00am – 4.30 pm

Host: RHUL* – Tel: 01784 443851 | E-mail: clinpsyworkshops@rhul.ac.uk

This workshop is for psychologists and therapists who use systemic theory routinely in their clinical practice and would like to develop their skills in supervising DClInPsy trainees in systemic practice.

Workshop Content:

- Systemic teaching curriculum on the North Thames DClInPsy programmes.
- Different ways of helping trainees to apply theory to practice.
- Evaluating competency.

****Hosted at a central London location close to Tottenham Court Road.***

Leadership in Clinical Psychology

Thursday 22nd March 2018

10.00am – 4.30pm

Host: RHUL* – Tel: 01784 443851 | E-mail: clinpsyworkshops@rhul.ac.uk

The aim is to support supervisors in the development of DClInPsy trainees' leadership competencies.

Workshop content:

Exploring relevant models of leadership.

Examining the DCP Clinical Psychology Leadership Development Framework.

Generating practical ideas for appropriate trainee activities on placement to support the development of leadership competencies.

****Hosted at a central London location close to Tottenham Court Road.***

Supervisors Workshops

Supervision Part 1: Two-day Workshop for New Supervisors

Thursday 5th & Friday 6th April 2018

09.30am – 4.30pm (Day 1)

10.00am – 4.00pm (Day 2)

Host: UEL – Tel: 020 8223 4174 | E-mail: clinpsyworkshops@uel.ac.uk

This two-day workshop is for psychologists and therapists who are relatively new to supervising or are about to supervise Trainee Clinical Psychologists in the North Thames region for the first time. It is part 1 of 2 workshops towards eligibility for registration with the BPS Register of Applied Psychology Practice Supervisors (RAPPS).

Workshop content:

Information about the DClInPsy programmes in North Thames.

Models of learning and training, and the structure of supervisor sessions.

Monitoring, assessing and giving feedback to trainees; BPS and DClInPsy programme supervision requirements.



Supervision Part 1: Two-day Workshop for New Supervisors

Thursday 7th & Friday 8th June 2018

09.30am – 4.30pm (Day 1)

10.00am – 4.00pm (Day 2)

Host: RHUL* – Tel: 01784 443851 | E-mail: clinpsyworkshops@rhul.ac.uk

This two-day workshop is for psychologists and therapists who are relatively new to supervising or are about to supervise Trainee Clinical Psychologists in the North Thames region for the first time. It is part 1 of 2 workshops towards eligibility for registration with the BPS Register of Applied Psychology Practice Supervisors (RAPPS).

Workshop content:

Information about the DClInPsy programmes in North Thames.

Models of learning and training, and the structure of supervisor sessions.

Monitoring, assessing and giving feedback to trainees; BPS and DClInPsy programme supervision requirements.



****Hosted at a central London location close to Tottenham Court Road.***

Supervisors Workshops

Supervision Part 2: Advanced Supervisor Workshop

Thursday 14th June 2018

10.00am – 4.30pm

Host: **UCL – Tel: 020 7679 1897 | Email: placements-admin@ucl.ac.uk**

This workshop is for psychologists and therapists who already have some experience of supervising DClInPsy trainees in the North Thames region. It is Part 2 of 2 workshops towards eligibility for registration with the BPS Register of Applied Psychology Practice Supervisors (RAPPS).

We suggest that people enrol on this workshop after a minimum of 12 months after attending the two-day introductory workshop (Part 1). Priority will be given to those currently supervising DClInPsy trainees.

Workshop content:

Revisiting themes from Part 1 in the context of supervisors' experiences with trainees. The content includes:

Dilemmas in the supervisory relationship.

Managing power in the supervisory relationship.

The supervisor's role as both assessor *and* facilitator of learning

Evaluation of trainees' clinical competence.

Working with trainees who may be struggling on placement.



Supervision Part 1: Two-day Workshop for New Supervisors

Thursday 13th & Friday 14th September 2018 (*TBC — Please check website link for confirmed dates nearer the time: <http://www.ucl.ac.uk/dclinpsy/events>*)

09.30am – 4.30pm (Day 1)

10.00am – 4.00pm (Day 2)

Host: **UCL – Tel: 020 7679 1897 | Email: placements-admin@ucl.ac.uk**

This two-day workshop is for psychologists and therapists who are relatively new to supervising or are about to supervise Trainee Clinical Psychologists in the North Thames region for the first time. It is part 1 of 2 workshops towards eligibility for registration with the BPS Register of Applied Psychology Practice Supervisors (RAPPS).

Workshop content:

Information about the DClInPsy programmes in North Thames.

Models of learning and training, and the structure of supervisor sessions.

Monitoring, assessing and giving feedback to trainees; BPS and DClInPsy programme supervision requirements.





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