



# Doctorate in Clinical Psychology Course Newsletter

**Summer 2014**

Welcome to the eighth edition of the UCL Doctorate in Clinical Psychology Course Newsletter. In this edition we have a range of updates regarding recent course developments, including the new BPS accreditation criteria and what it means for training, information on our selection process and an update on the initiative for 'Widening Access' to the Clinical Psychology profession. There are also details on our forthcoming June conference and supervisors workshops to which all supervisors are invited to attend.

## **Spreading the word: volunteering with the Sri Lanka Trauma Group**

Becky Johnson / Tim Kember



Both Tim and I qualified from UCL in September 2013.

We travelled to Sri Lanka one month later to volunteer with the UK Sri Lanka Trauma Group (UKSLTG) for 3 months. Central to the UKSLTG's aims are capacity building – delivering training workshops to Sri Lankan health professionals, volunteers, schools and other interested parties. Mental health needs are great in Sri Lanka; it was embroiled in a 30 year civil war and was devastat-

Since Tim and I both have an interest in Post Traumatic Stress Disorder, we focussed on this area of mental health during our time in Sri Lanka.

Whilst in Sri Lanka, Tim and I spent our time visiting government hospitals, charities and NGOs, doing needs assessments and devising training workshops. We did workshops for trauma counsellors, injured soldiers, psychology undergrads, trainee clinical psychologists, psychiatrists and even a few catholic nuns.

Devising the workshops really made us take stock of the skills we'd acquired on training and I think we both returned home feeling a little more confident in our newly acquired 'Doctor' titles.



## New Staff Members



Henry Clements

### Henry Clements – Clinical Tutor

Henry joined the Clinical Tutor team in September 2013. Amongst other roles, he lectures on the CBT Unit and is Tutor Lead on the Psychodynamic Unit. Henry trained here at UCL and graduated as a clinical psychologist in 2009. Since qualifying he has worked within the Islington IAPT service (iCope) where he sees patients for CBT and DIT. He completed the Postgraduate Diploma in CBT at the Institute of Psychiatry in 2010 and he is currently completing training as a DIT practitioner. He is also training as a psychodynamic psychotherapist at the Tavistock. Henry is based in the department three days a week.

### Daniel McQuade—Clinical Placements Administrator

Prior to joining UCL, I worked in a department of Central Government for 8 years in a number of roles. I have always had an interest in psychology and the mind, and as well as avid reading around the subject I have complimented this with NVQ studies in Counselling and diplomas in CBT and Hypnotherapy. I started my BSc in Psychology a couple of years ago, and having decided on a career away from the Crown Service, decided to apply for a role at UCL so I could work alongside some of the countries' most respected leads in the field, something that will no doubt be of benefit whilst I continue my studies. I joined UCL in October 2013 as Clinical Placements Administrator. This is a busy role, providing support to our Clinical Director and Tutor Team, as well as numerous other duties. Due to my involvement in trainees clinical placements and supervisors workshops, I spend a great deal of time corresponding with supervisors, and I look forward to making more connections with you all as my time at UCL continues.



Daniel McQuade

## Jarrod Cabourne - Clinical Tutor

Jarrod trained here at UCL and graduated as a clinical psychologist in 2010. After qualifying, Jarrod worked within a Community Mental Health Team and inpatient ward for a year before starting at the Westminster Secondary Care, Step-4 psychology Service, offering a range of interventions, including CBT, Cognitive Analytic Therapy and Psychodynamic Therapy to clients with long standing psychological difficulties. He has maintained links with the London courses, supervising trainees on placement and also facilitating clinical seminars here at UCL on the doctorate course. He completed the Practitioner Skills Certificate in CAT in 2013. He has also co-produced and presented in his role as clinical psychologist on a radio show for London community radio, helping to raise public awareness of a number of psychological, as well as everyday human struggles and difficulties. Jarrod will be based in the department 3 days a week.



Jarrod Cabourne



Vyv Huddy

## Vyv Huddy—Lecturer

Vyv joined the academic staff as a full time lecturer late in late 2013 from the Outreach and Support in South London project where he was working with young people at risk for psychosis in prison. This experience has fuelled a keen interest identifying psychological therapies that are suited prison settings. Vyv is also researching interventions that are useful across diagnostic categories and identifying associated trans-diagnostic mechanisms of change.

## Recent Trainee Research Publications

**McKechnie, V., Barker, C., & Stott, J. (2014). The effectiveness of an internet support forum for carers of people with dementia: a pre-post cohort study. *Journal of Medical Internet Research*, 16(2), e68. doi:10.2196/jmir.3166**

Caring for an elderly relative with dementia may be burdensome and stressful, and can negatively affect the carer's social, family, and professional life. The combination of loss, the physical demands of caregiving, prolonged distress, and biological vulnerabilities of older carers may compromise their physical health, increase social isolation, and increase the risk of anxiety and depressive disorders. Caregiver stress is also linked to negative outcomes for the recipient of care and costs to society, including increased nursing home and hospital admissions. Consequently, carer support interventions are an important component of dementia care. Computer-mediated carer support offers a range of potential advantages compared to traditional face-to-face support groups, including accessibility and the possibility of tailoring to meet individual needs, but there has been little research on its effectiveness so far. This mixed-methods study examined the impact of a well-respected UK-based online support forum for carers of people with dementia. A total of 61 new forum users completed measures of anxiety (GAD-7), depression (PHQ-9), and quality of relationship with the person with dementia, at baseline and again after 12 weeks of forum usage. In addition, 8 participants were interviewed about their experiences with using the forum. There was an improvement in the quality of the relationship with the person with dementia. There was no change in users' depression or anxiety over the 12-week study period. Interview participants reported a range of positive experiences and benefits from using the forum. Limited negative experiences were also reported. Many of the reported experiences and benefits are unique to online peer support. Further research into online peer support for carers of people with dementia is needed to clarify who benefits under what conditions.

**Evans, R., Pistrang, N., & Billings, J. (2013). Police officers' experiences of supportive and unsupportive social interactions following traumatic incidents. *European Journal of Psychotraumatology*, 4, 19696. doi: 10.3402/ejpt.v4i0.19696P**

Police officers are routinely exposed to potentially traumatic incidents yet the majority do not develop post-traumatic stress disorder (PTSD). Social support has been identified as one factor that may maintain wellbeing in this population, although what constitutes supportive or unsupportive interactions is unclear. The aim of this study was to explore police officers' experiences of supportive and unsupportive interactions following distressing incidents. Semi-structured interviews were conducted with 19 police officers. Transcripts were analysed using Braun and Clarke's (2006) thematic analysis approach. Participants were found to describe a range of supportive interactions with colleagues, friends, and family, as well as social constraints that hindered interactions. Ambivalence about talking about the impact of distressing events was striking throughout the accounts. The context and source of available support, as well as beliefs about talking, influenced their interactions. Humour was a central feature of interactions with colleagues; more emotional talk occurred with partners and close family, albeit with officers limiting details in order to protect others. The findings provide tentative insights into the processes of social support that may contribute to the resilience of police officers following traumatic incidents. Further research is needed to examine whether the experiences of supportive and unsupportive interactions differ for those with and without PTSD.

# New BPS Accreditation criteria – what do they mean for training?

As many supervisors will know, the BPS recently revised its accreditation criteria for training in Clinical Psychology (you can find these on our website at [www.ucl.ac.uk/dclinpsy/handbook-publication/appendix4](http://www.ucl.ac.uk/dclinpsy/handbook-publication/appendix4)).

Many of the criteria remain the same, but there are some changes of emphasis that supervisors will want to know about, most of which will be familiar to you because they are all areas that the UCL team has been working for a while. As such the changes build on the training culture that the profession has evolved in London.

So what are the headlines?

**Evidencing skills as well as reporting on them:** Judging a trainee's clinical competence is a challenge. The BPS criteria emphasise the need for trainees to *evidence* their competence, and that means adopting a consistent approach to structured observation based on 'live' observation or by using recordings more consistently (the implication is that we should not be relying solely on a verbal report from trainees).

To help supervisors undertake structured observation the UCL course has developed two rating scales – one for generic therapy skills, and one for CBT skills. These are based on the UCL competence frameworks, and are already in use among most of our first-year intake. They aren't just a rating scale – they provide trainees and supervisors with a lot of formative feedback, and so far they have met with a very positive response. They are still in development, but you will hear more about them over the next few months.

**Practice based evidence:** Psychologists have a lot of knowledge of psychometrics and evidence based practice. The BPS are keen that we reflect this in our training; in practise this means that trainees will be expected to make consistent use of a measures in order to track progress. This involves trainees thinking about how to choose the right sort of measures, how to use them collaboratively with clients, and how to interpret them. We are developing training packages to support this, including support for supervisors, so that practice based evidence can be built into supervision.

**Leadership:** Leadership is on the agenda of all professions, and so it's no surprise that the BPS is keen for us to foster leadership competences in our trainees. We have developed a list of leadership competences for trainees, so that this rather abstract idea is made concrete, and can be built into placement planning (this is sent to all supervisors at the start of each placement). So we've made a good start, but over the next few months we will be thinking about how we maintain momentum.

**Service user involvement:** The principle that service users should have a clear voice and influence on services is well accepted, and the BPS criteria do not mandate anything new. However, they do place a strong emphasis on this area, and so we will be wanting further to develop some of the innovations already in place. One example is assuring opportunities for UCL trainees to undertake a liaison project with service users (already a course requirement in at least two of their placements).

Over the next few months we will be in contact with supervisors to give more details of these developments. If you have queries or comments about them you are very welcome to contact the tutor team at UCL.

# International Trainees on the DCLinPsy:

## One student's experience

Having completed my MSc in Paediatric Neuropsychology at UCL, I wasn't anticipating staying in the UK. But when I got the offer to do DCLinPsy training with UCL, I knew that this was an opportunity not to be missed.

My career has without doubt benefited from the change of location. Training at UCL is entirely different from that in Hong Kong—there is a two-year master programme which fast-food learning is a key to the survival during training. I've really enjoyed brainstorming on different approaches to formulate a case and a new perspective to see clinical psychology; the UCL approach has stimulated my interest even further. While UCL makes sure

we have exposure in traditional clinical approach (e.g., CBT), I have been fascinated by psychodynamic practice which a competence that has currently no training pathway in Hong Kong. Studying in UCL which is the home of world experts in this subject has been a massive, unexpected bonus. This experience has given me a solid foundation in incorporating psychodynamic ideas into my everyday practice. I can see that my training here is proving very fruitful.



Moving to London — somewhere familiar yet foreign —has inevitably proved challenging at times. Cultural differences (e.g., work culture and lifestyle in London) will always lead to some stressful adjustments, but I've made some wonderful friends who I hope will keep in touch for many years to come. A DCLinPsy isn't just an academic process. While there was a time that I had to juggle my study with my family in Hong Kong, UCL course constantly gave me support that I always appreciate. The support that I have had from the course faculty, including my tutors, Jenny and Kristina, as well as my supervisors, has been incredible. As such, I have deeply felt that clinical psychology is not just knowledge or a profession, but also a way of looking at relationships that nurture change.



Barry Tam

Hong Kong.

Now that I have a few months left before I leave UCL, I am starting to hunt a job in Hong Kong. I am keen to work for child neuropsychology setting that I can help improve the current assessment practice in Hong Kong. I feel very fortunate that I started my clinical career here at UCL. I look forward to bringing what I have learned to thrive as the first ever UK-trained Clinical Psychologist in

If you would like further information about this development or have any comments, we should be delighted to hear from you. Please email Sunjeev Kamboj [sunjeev.kamboj@ucl.ac.uk](mailto:sunjeev.kamboj@ucl.ac.uk) or Sue Watson [s.watson@ucl.ac.uk](mailto:s.watson@ucl.ac.uk).

# How does UCL select trainees for the programme?

Supervisors may wonder how UCL sets about selecting its trainees. Selection is a lengthy and complex process, and the volume of applications means that the process has to be managed carefully – this year, for example, we received around 1100 applications for 42 places.

Selection starts in December, as the course begins receiving applications forms. The first phase of selection screens-out applications that do not meet basic criteria for entry; this is undertaken by members of the course team, working in pairs. The next task is to shortlist candidates for interview. This happens in February when parallel panels of Course Team staff and external regional supervisors meet at UCL to scrutinise between 60-70 forms. They use a standardised rating form and panel discussion to identify those people who – on paper at least – look like the strongest candidates. Towards the end of the day all the panels meet together, and create a list of 126 candidates for interview.

Interviewing is a major event - we interview over four days, with seven parallel panels interviewing five candidates per day. Each year the structure is broadly similar, with a single interview divided into two sections, focusing on academic and research capacity, and also on the candidate's personal and professional qualities. The aim is twofold: to identify trainees who are both academically able and also clinically and interpersonally gifted.

The content of the interview is overseen by the selection team, which includes supervisors and service users from our Service User Reference Group. Questions change each year, and the interviews start with candidates watching a video of an actor portraying a challenging client, with candidates responding to the vignette 'live' during the interview. Our impression is that this task has high ecological validity, as it taps directly into some of the core skills trainees need during training.

Interviews are stressful, and we try to make candidates as welcome as possible. They can talk to current trainees (who share their experiences of being on the Course and answer any questions) and this year candidates could also talk to service users. We ask for feedback from all candidates after their interviews, and are pleased that this consistently tells us that panels seen as are friendly and welcoming and as doing their best to put candidates at ease and facilitate the interview process.

The course tries to make the admissions process as transparent as possible. We give specific feedback to all those candidates who we interview, and send a general letter to those who we haven't shortlisted suggesting some of the reasons why they might not have been successful. And the admission page on our website contains lots of information about course requirements and the application process.

Julia Curl heads up the selection team at UCL and is responsible for keeping the selection process on track. Josh Stott is the Admissions Tutor, and between them Julia and Josh work very hard to make the selection process as fair and pain-free as possible. If you have any queries or comments about the selection process they would be pleased to hear from you.

LONDON'S GLOBAL UNIVERSITY

Doctoral Course in Clinical Psychology

Darwin Building

Room B40 Lecture Theatre

UCL

Gower Street, London

WC1E 6BT



# UCL

## A Full Day Conference: Clinical Psychology: Making a Difference

Friday 27th June 2014



### AM – FROM CONCEPT TO COUCH – IDEAS THAT HAVE MADE A DIFFERENCE

10:00	Introduction & Welcome
10:10	Prof Elizabeth Kuipers – ‘CBT for people with psychosis’
10:45	Dr Aimee Spector – ‘Cognitive Stimulation Therapy for people with dementia’
11:20	BREAK
11:50	Prof Tony Charman – ‘Early Intervention for Children with Autism Spectrum Disorders’
12:25	Panel Discussion
12:45	LUNCH BREAK

To book a place complete the booking form or contact Leah Markwick on

+44 020 7679 5699; l.markwick@ucl.ac.uk

### PM – ENSURING CLINICAL PSYCHOLOGY HAS IMPACT

14:00	Introduction
14:10	Prof Alex Clark, Consultant Clinical Psychologist, Royal Free Hospital & Honorary Professor of Health Psychology, UCL
14:40	Dr Ben Smith, Clinical Director for Psychological Services and the Allied Health Professions
15:10	BREAK
15:40	Dr Richard Pemberton, Chair of the DCP
16:10	Question Time: An Opportunity for the Audience to determine the direction of the debate
17:00	END

<http://www.ucl.ac.uk/dclinpsy/events>

The next conference will take place on  
12th December 2014: 14:00 till 17:00 - details TBC.

Registration fee £50  
(£40 for regional supervisors)

# “Widening Access to Clinical Psychology”:

## an update on the BME initiative

**Kat Alcock**

The aim of this pan-London ‘positive action’ initiative is to increase the ethnic diversity of the clinical psychology profession, and hence to reflect the populations we serve. There are three parts to this initiative :

1. An annual workshop open to BME psychology undergraduates, entitled “Is Clinical Psychology for me” - this has been running very successfully since 2007.
2. A mentoring scheme for BME undergraduates and recent graduates. Some local mentoring and work experience schemes emerged from this event, but a London-wide mentoring scheme was piloted by UCL in 2011. This scheme has now been funded by the DCP, and is led by UCL on behalf of the six funded London training courses. We are also offering consultation to other UK clinical psychology training courses and services who have expressed an interest in running similar schemes. Around 80 psychology undergraduates and recent graduates from BME backgrounds have entered for the London-wide BME mentoring scheme this year. They will all be offered the opportunity to attend trainee-led workshops focusing on pathways into training over the summer, and those who attend will be matched with a qualified clinical psychologist mentor. We will be contacting all of the psychologists who offered mentoring in 2011, and are keen to hear from anyone interested in becoming a mentor (please contact Kat Alcock on the email address below: any qualified clinical psychologist can apply you do not have to be from a BME background yourself)
3. In 2015 UCL will be piloting trainee-led careers talks in local schools with a high proportion of BME students.

We have appointed 4 Widening Access Trainee Champions” from among current UCL first and second years ; they will be leading on the trainee-related aspects of the initiative. The first year champions are Kemi Komolafe and Maria Qureshi. The second year champions are Chelsea Gardener and Judy Addai-Davis. Here, the second year champions say a bit about their past and present involvement with the WA initiative.



Chelsea (L): I applied to become a champion as the Widening Access event was key in my journey to becoming a trainee, and I would like to encourage more opportunities like this. I attended the event in my first year of university (2007) which resulted in work experience and eventually a paid job. Since becoming a trainee I have participated in the scheme by co-facilitating workshops at the event, and also approached Kat about involving trainees as mentors for those who attend the event, which is coming into fruition! I am excited about this role, to be part of a team that develops and provides various opportunities to encourage more BME applicants and develop the profession as a whole.

Judy (R): I attended the widening access event in 2009 when I was an undergraduate. I have also been involved in the 2013 and 2014 widening access events as a speaker, talking about my journey into training. I applied for the champion position as I was keen to help eradicate a common myth held among many BME clinical psychology applicants I have spoken to. The myth is that BME applicants that manage to gain places on training courses, are somewhat 'different' to those that do not. As a BME trainee myself, I am keen to highlight to others through this scheme, that I am by no means unusual to anyone else. I do believe however, that the difference they are referring to was the amazing guidance and support I received from psychologists and existing trainees in the field. I truly believe that without this I would not be where I am today. Therefore, with support and hard work, I believe it is possible for strong applicants from any ethnicity to achieve a career in clinical psychology.

Kat Alcock,  
Senior Clinical Tutor and DCP BME Mentoring Scheme Lead.  
[k.alcock@ucl.ac.uk](mailto:k.alcock@ucl.ac.uk)

# Supervisor Workshops 2014-15

## Two-day Workshop for New Supervisors

**Thursday 11<sup>th</sup> & Friday 12<sup>th</sup> September 2014 / 10.00am to 4.30pm**

**Host:** UCL, Tel: 020 7679 1897, E-mail: [placements-admin@psychol.ucl.ac.uk](mailto:placements-admin@psychol.ucl.ac.uk)

**Thursday 15<sup>th</sup> & Friday 16<sup>th</sup> January 2015 / 10.00am to 4.30pm**

**Host:** UEL, Tel: 020 8223 4501, E-mail: [clinpsyworkshops@uel.ac.uk](mailto:clinpsyworkshops@uel.ac.uk)

**Thursday 11<sup>th</sup> & Friday 12<sup>th</sup> June 2015 / 10.00am to 4.30pm**

**Host:** UEL, Tel: 020 8223 4501, E-mail: [clinpsyworkshops@uel.ac.uk](mailto:clinpsyworkshops@uel.ac.uk)

## Advanced Supervisor Workshops

**Thursday 5<sup>th</sup> February 2015 / 10.00am to 4.30pm**

**Host:** RHUL, Bedford Square, 2 Gower Street, WC1E 6DP, Tel: 01784 443851, E-mail: [clinpsyworkshops@rhul.ac.uk](mailto:clinpsyworkshops@rhul.ac.uk)

**Friday 19<sup>th</sup> June 2015 / 10.00am to 4.30pm**

**Host:** UCL, Tel: 020 7679 8231, Fax: 020 7916 1989, E-mail: [placements-admin@psychol.ucl.ac.uk](mailto:placements-admin@psychol.ucl.ac.uk)

## Additional Workshops:

### Developing Service Related Research

**Friday 28<sup>th</sup> November 2014 / 1.30pm to 4.30pm**

**Host:** RHUL, Bedford Square, 2 Gower Street, WC1E 6DP, Tel: 01784 443851, E-mail: [clinpsyworkshops@rhul.ac.uk](mailto:clinpsyworkshops@rhul.ac.uk)

### **Formulation Skills**

**Thursday 4<sup>th</sup> December 2014 / 10.00am to 4.30pm**

**Host:** RHUL, Bedford Square, 2 Gower Street, WC1E 6DP, Tel: 01784 443851, E-mail: [clinpsyworkshops@rhul.ac.uk](mailto:clinpsyworkshops@rhul.ac.uk)

### **CBT Supervision**

**Thursday 12<sup>th</sup> February 2015 / 10.00am to 5.00pm**

**Host:** UCL, Tel: 020 7679 8231, Fax: 020 7916 1989, E-mail: [placements-admin@psychol.ucl.ac.uk](mailto:placements-admin@psychol.ucl.ac.uk)

### **Leadership in Clinical Psychology**

**Friday 20th March 2015 / 10.00am to 5.00pm**

**Host:** RHUL, Bedford Square, 2 Gower Street, WC1E 6DP, Tel: 01784 443851, E-mail: [clinpsyworkshops@rhul.ac.uk](mailto:clinpsyworkshops@rhul.ac.uk)

### **Complex Case Supervision**

**Thursday 21st May 2015 (date tbc) / 10.00am to 4.30pm**

**Host:** UCL, Tel: 020 7679 8231, Fax: 020 7916 1989, E-mail: [placements-admin@psychol.ucl.ac.uk](mailto:placements-admin@psychol.ucl.ac.uk)

### **Neuropsychological Assessment**

**Friday 8th May 2015 / 10.00 am to 4.30pm**

**Host:** UEL, Tel: 020 8223 4174, E-mail: [clinpsyworkshops@uel.ac.uk](mailto:clinpsyworkshops@uel.ac.uk)

### **Systemic Supervision**

**Friday 15th May 2015 /10.00am to 4.30 pm**

**Host:** RHUL, Bedford Square, 2 Gower Street, WC1E 6DP, Tel: 01784 443851, E-mail: [clinpsyworkshops@rhul.ac.uk](mailto:clinpsyworkshops@rhul.ac.uk)

Course web address: <http://www.ucl.ac.uk/dclinpsy/>

Newsletter Editor: Dr Jason Crabtree

Assistant Editor: Daniel McQuade

Research Department of Clinical,  
Educational and Health Psychology  
1-19 Torrington Place  
London  
WC1E 7HB