

Welcome to the 11th edition of the NWCPP newsletter. In this edition we have a short article celebrating the graduation of the 2007 intake in July this year as well as an article by Bob Woods where he outlines the history behind the third-wave initiative. This details the decision to introduce teaching about Mindfulness, DBT and ACT as part of the Process Teaching

Curriculum. We also have a brief article outlining the very successful Administrators' Conference that was held in Bangor this July amid one of the rare spells of beautiful weather this Summer. And a very special congratulations to our own Dawn Thompson. But first we begin with an article where we say goodbye to a few friends who retired during the Autumn.

Farewell to our colleagues

This Autumn, three colleagues who have been very supportive of the Programme retired from their posts in the NHS.

At the end of September, Caroline Eays retired from her post as Joint Head of Psychology. Caroline came to Wales in July 1987 where she was initially employed as a Joint Appointment between the local Health Authority and the University in Bangor. Subsequently moving to the post of Head of Learning Disability, she played many roles in the delivery of clinical training in North Wales. She was variously a teacher, a supervisor, a manager and a training co-ordinator for the lateral transfer candidates. Caroline was also instrumental in setting up the Personal and Professional Development Scheme for trainees.

Her retirement party held in early October was well attended by members of the Programme Team and she will be fondly remembered for her many contributions to nearly a quarter of a century of clinical training in North Wales.

During the Autumn two other Supervisors retired from their NHS posts: Ann Evans left her post in Child LD services and



Steve Hobbs retired as Joint Head of Learning Disabilities. Both had provided dedicated service as clinical supervisors for the Programme over an extended period of time. The Programme extends our warmest thanks and best wishes to them.

2007 Graduation



The 2007 cohort graduated formally from the University on 15th July 2011. Before the ceremony the Programme hosted a goodbye lunch for the (ex!) trainees and their families in the Brigantia Building in Bangor. After lunch it was time for a few photos in the Brigantia garden. Both photographs show (left to right): Dr Alison Booth, Dr Davinia Butler, Dr Emma Carroll, Dr Beth Mathias, Dr Lisa Train, Dr Barbra Barter, Dr Eleri Holmes and Dr Caroline Taylor.



The titles of the thesis submitted by the 2007 cohort are as follows:

Alison Booth: 'Mild cognitive impairment: neuropsychological and electrophysiological investigations'.

Davina Butler: 'Children's emotional relationships with their parents: associations with family environment and psychological difficulties'.

Emma Carroll: 'Identity, psychological adjustment and self-awareness after brain injury'.

Beth Mathias: 'Individual experiences of an acceptance-based pain management programme: an interpretative phenomenological analysis'.

Lisa Train: 'The psychosis spectrum: factors associated with insight and the role of affect in cognitive inhibition'.

Barbara Barter: 'A qualitative exploration of the views of individuals with Down syndrome toward prenatal genetic testing'.

Eleri Holmes: 'Ensuring better outcomes for children looked after in foster care'.

Caroline Taylor: 'On not being a father'.

Administrators' Conference July 2011

Every now and then the weather in North Wales does us proud. Such was the case in the last week of July when 41 administrators from different clinical programmes across the UK met for their annual conference. The Management Centre proved the perfect venue and even for those of us who live here, the countryside just looked gorgeous.



Not that there was much time to appreciate the good weather. The conference focused on the sharing of knowledge for optimum ways to plan selection, placements, research, marketing and diversity. Members of the Bangor Programme team presented different aspects of the way the Programme is run locally and the group was then tasked to find alternative ways of administering a similar aspect of programme functioning for a hypothetical clinical programme.



From the Monday to the Wednesday, small group work ensured that best practice from each Programme was shared and that agreed systems were developed and discussed. The result was a comprehensive list of practical and administrative suggestions for how best to implement a variety of innovative structures that each participant can take back to their own teams. It was hard but enjoyable work and the glorious weather was an added bonus.



Congratulations to Dawn

Dawn Thompson recently completed a 5-year part time degree in Social Science at the School of Lifelong Learning in Bangor.

Not only did Dawn complete her degree with the award of First-Class honours but she achieved an award for the best research thesis in her year. Overall this was a remarkably consistent performance for someone who was studying while working full time.



Lynn Daniels spent the day with Dawn



Dawn Thompson B.A. (Hons): First Class Honours

Dawn's graduation was an opportunity for the whole team to celebrate with her. In addition to some members of the team gate-crashing the academic procession, the Programme hosted a lunch for Dawn and her family. Here she was joined by her ex-colleague Lynn Daniels, who travelled from Shropshire to spend the day with her.

...and to Robert

In June, Robert Jones was elected as a Fellow of the British Psychological Society. His citation recognises his contribution in the areas of management, teaching, research and clinical practice - all of which are focused on the welfare of people with Learning Disabilities.



Robert Jones F.B.P.S: A Jolly Good Fellow

The Third-Wave Initiative

In this article Bob Woods describes the introduction of the Third Wave Therapies as a unique characteristic of the Bangor Programme.



It was Robert's idea, I guess. At one of those reflective-vision-mission-away-day-bonding-think-tanks that clinical psychology programmes need every month or two to survive.

To satisfy accreditation, we were required to teach two therapeutic approaches: 'CBT plus one'. But, what was this 'plus one'?

We had introductory sessions on several therapies, but nothing to parallel the systematic approach we had to developing skills in CBT. "What's Bangor known for?", asked Robert. "It's between the mountains and the sea", the team replied. "OK, apart from the mountains, the sea, the School of Psychology, the Suspension Bridge, Aled Jones, having no cinema and the smallest, friendliest clinical psychology programme in the world, what else is Bangor famous for?", Robert eventually exclaimed, with a hint of exasperation, carefully placing a raisin in his mouth.

The penny dropped, and the team mindfully contemplated how on earth we could do justice to the Third Wave Therapies in an already crowded curriculum.

So we went to talk to Michaela Swales, our very own Dialectical Behaviour Therapy (DBT) guru; to the world-famous Mindfulness Centre, one of our sister units in the School of Psychology; and to Steve Noone and colleagues regarding Acceptance and Commitment Therapy (ACT).

I thought they would say 'no way!' and suggest trainees take courses in these therapies post-qualification. But in fact they were excited to be able to help plan how to include the basics of Third Wave approaches in the programme. (Steve's departure to pastures new was entirely coincidental!)

A plan emerged. Mindfulness, as an underpinning approach, would be the focus in Year 1. Maybe we could even carve out space for the first year trainees to undertake the 8-week Mindfulness course as part of the teaching programme. Then in Year 2, following the well-established training in behavioural analysis skills, DBT would be the focus, with additional Mindfulness sessions. Then ACT would follow in Year 3, with case discussions taking DBT and Mindfulness further.

Module organisers helped to create the space that was needed to accommodate this new coherent, developmental approach, by reviewing their own sessions and pruning where possible. The 2009 intake were the first to follow this approach from the outset, and all the feedback has been very encouraging. The process has been greatly helped by the many opportunities trainees have to put their skills into practice across a wide range of placements. Thanks Robert for a great idea – and to Renee for making sure it all happens!