

# Welcome

to the 15th edition of the NWCPP newsletter

As was the case with the previous newsletter, this edition has something of a celebratory feel to it. There is an article outlining the exciting developments in giving trainees the opportunity to graduate from the Programme with an additional qualification in leadership. We also have an article welcoming three new members to the Programme Team, and an article where Dr James Lea outlines the developments in social inclusion and diversity and the development of psychoanalytic teaching in the curriculum.

There is an article welcoming our new first-year trainees and an outline of the important developments in providing an opt-in Welsh language therapy module. We also outline two awards that have been given to individuals associated with the Programme: Dr Dawn Owen for improving the health and wellbeing of staff in the workplace, and Dr Beca Stillwell for her research on how assessment can be affected by language and bilingualism. Finally, we caught up with one of our recent graduates, Dr Judith Roberts, to ask about life after qualifying.



# Welcome to the first year cohort

The current first year cohort of 11 trainees are nearing the end of their first placement. Here they briefly introduce themselves and tell us what they were doing before they joined the Programme.



## Joanne McMaster

Currently on placement with Renee Rickard and Keith Mathews, Joanne previously worked as an Associate Psychologist in Learning Disability.



## Aimee Hooper

Currently on placement with Kristina Cole, Aimee previously worked as a Recovery Worker in a drug and alcohol service.



## Natalie Boulton

Currently on placement with Fiona Sanders, Natalie previously worked as an Assistant Psychologist in a Forensic Secure Unit for Adults with Learning Disabilities.



## Neil Clapton

Currently on placement with Karen Kemish, Neil previously worked as an Assistant psychologist in Derbyshire in Adult, Older Adult, LD and CAMHS services.



## Lee Priday

Currently on placement with Carolien Lamers and Cara Rogowski, Lee previously worked as a Psychology Assistant, Trainee Forensic Psychologist and Research Associate.



## Hannah Went

Currently on placement with Nick Horne, Hannah previously worked as a Clinical Associate in an Adult Mental Health service.



## Kate Shakespeare

Currently on placement with Eleri Jones, Kate previously worked as an Assistant Psychologist in Child Learning Disability services and in a Chronic Pain Team.



## Samantha Jones

Currently on placement with Simon Moseley, Sam previously worked as an Assistant Psychologist at CAMHS in Bangor conducting ADHD assessments.



## Louise Oakley

Currently on placement with Nicola Weatherall, Louise previously worked as an Assistant Psychologist at Birmingham Looked After Children CAMHS.



## Christopher Byrne

Currently on placement with Andy Muse, Chris previously worked as an Assistant Psychologist in CAMHS.



## Lucie Rutter

Currently on placement with Katie Salisbury, Lucie previously worked as an Assistant Psychologist on an acute mental health ward.





Just after Christmas 2013 the first trainee clinical psychologists registered as students with the Institute of Leadership and Management as a first step in obtaining their Level 5 Award in Management and Leadership. Professor Robert Jones outlines the history behind this exciting development.

The ILM Level 5 Award is aimed at managers seeking to develop their leadership skills to gain better results from their teams and prepare themselves to take on more responsibility. In the context of psychologists in clinical training, the qualification is designed to help trainees develop a better understanding of themselves as potential leaders within the NHS, and to plan and develop their own leadership performance.

**“Having a Leadership Qualification will be a real bonus in a competitive job market.”**

A lot of work had previously gone on behind the scenes to allow our trainees to obtain a leadership qualification. NWCPP became an ILM approved centre last year and this allows us to prepare trainees for this award “in house”. For trainees, completing the ILM Award is an optional extension of the leadership training that takes place throughout the three years of their registration as a DClinPsy student and can be completed in their second year of training.

Trainees already complete a number of academic assignments and have agreed study leave to help them prepare for these. It is not possible to

obtain ‘double credit’ for any existing assignment, as the University will not let them obtain any extra qualification on the basis of an assignment that already counts towards their DClinPsy. For this reason, if a trainee decides to complete the Leadership Award then they have to complete two extra assignments in their own time and in addition to their other University work. For that reason, in contrast to their existing coursework, deciding to complete these assignments is entirely voluntary.

To obtain the Award trainees have to submit and pass two assignments. These assignments have been carefully chosen to compliment the leadership teaching that they receive throughout the three years of their clinical psychology training. The first unit is entitled “Understanding the Organisational Environment” and encourages them to understand how the NHS is influenced by factors at the macro level (e.g. Economic, Political, Legal) and how this affects leadership at a local level. The second assignment is entitled “Understanding the skills, principles and practice of effective management coaching and mentoring” and encourages trainees to understand the purpose of coaching and mentoring within an organisational context. In addition to clinical supervision, the NHS is increasingly using models of coaching and mentoring in the management of staff and this assignment asks trainees to discuss the costs and benefits of both models to the organisation.

# In January 2014, the Programme was delighted to welcome three new faces to the staff team



**Dr Gemma Griffith** joined us as research tutor in January 2014 and her role involves supporting trainees throughout the three-year programme on all things research-related. She is responsible for ensuring trainees have the right research support around them to ensure high-quality research outputs, and is keen to encourage trainees to submit their large scale research projects for publication. She has a particular interest in qualitative research methodologies and has recently published two meta-synthesis studies (which combines published qualitative research with a particular population) to examine what people with intellectual disabilities and challenging behaviour have said about their experiences of support services. The second meta-synthesis was about carers of people with intellectual disabilities and challenging behaviour, and what their experiences have been with support services.

Gemma completed an MSc in Applied Behaviour Analysis (ABA) and has worked as an ABA therapist with children with autism in schools. Gemma completed her Psychology PhD here in Bangor in 2010, which was about the well-being of parents of children with rare genetic syndromes. She has since continued her research interest in people with intellectual disabilities and autism, and their families. Following a great personal interest in mindfulness-based meditation, Gemma is also in the third year of mindfulness teacher training with the Centre for Mindfulness Research and Practice and has just started to deliver 8-week mindfulness courses in North Wales. She plans to combine these two interests in future research projects, and is particularly interested in researching how mindfulness-based interventions can be adapted for people with intellectual disabilities.

**Dr Mike Jackson** joined the programme in a half-time role as research director at the beginning of this year. Following a DPhil on the relationship between benign and pathological psychotic experience in Oxford, Mike came to Bangor in 1991 for what became the first DCLinPsy course. Since qualifying he has worked in North Wales in various adult mental health and health psychology roles, specialising in chronic pain, psychological interventions in psychosis, and adults with ASDs.

He chaired the local Research Ethics Committee for several years, and more recently was appointed Academic Lead for Mental Health and Learning Disabilities, and Assistant Director of Research and Development for BCUHB. He has also taken a lead role in the Welsh Government 1000 Lives programme for Early Intervention in Psychosis in North Wales. His current research interests include the continuum of psychosis, and the relationship between psychotic disorders and ASDs. He is a keen sailor, mountain walker, and player of the ancient game of Go.

**Dr Michaela Swales** joined us in January 2014 as a Senior Lecturer with particular responsibility for academic assessment. Later in the year she will become Chair of the Board of Examiners. Michaela qualified as a clinical psychologist in 1992 and came to work in North Wales as a joint appointment between the NHS and the School of Psychology in Bangor. Since then she has worked locally in adolescent services, taking a particular interest in young people presenting with suicidal and self-harm behaviours. This clinical interest led her to train in Dialectical Behaviour Therapy, a psychological treatment for individuals with suicidal and self-harm behaviour in the context of borderline personality disorder. Subsequently, she developed a national training programme in the treatment and she also leads a local network of teams delivering DBT in CAMHS, AMHS and inpatient settings. More recently she has conducted research in the implementation of DBT in healthcare services and the efficacy of an adapted form of the DBT for treatment-resistant depression. Throughout her time in North Wales she has contributed to the academic curriculum on the Doctoral programme as well as supervising trainees both in clinical placements and research projects both small and large! More recently she has worked with the Programme team on the delivery of the Third Wave curriculum, an exciting development that she plans to continue building in her new role. Michaela works two days a week for the Programme team devoting the other three days to the development and delivery of training and supervision in psychological therapies in the local health board and further afield. When not doing psychology she enjoys singing with a local chamber choir and learning operatic arias!

# Dr Gwenllian Parry, Dr Simon Moseley and Dr Elin Walker Jones report on an innovative project designed to provide trainee clinical psychologists with opportunities to increase their competence in delivering a Welsh language Clinical Psychology service.



The project began in July 2013 and will consist of a three-year rolling module in line with our three-year training programme. The philosophy behind the module is simple: If there is an expectation that trainee clinical psychologists will function as psychologists within a Welsh medium context, providing a comprehensive clinical psychology service, it is reasonable that they will need training in an appropriate range of Welsh medium clinical psychology competencies, such as assessment, formulation, therapeutic, supervision, presentation/training skills as well as providing them with practical experience.

There is emerging evidence that even first-language Welsh speakers will lack the confidence to engage in therapy in Welsh if their training in psychological concepts took place exclusively in English.

For this reason, the Programme wished to provide Welsh-speaking trainees with a module that would provide them with opportunities to practise

therapy skills together with qualified clinical psychologists. The first module took place over three successive Fridays in July and was an opt-in extra to the general academic curriculum. The module ran over three 3-hour sessions. The first session centred on the topic of Assessment and Bilingualism, the second session focused on "therapeutic practice (CBT)" and the third covered further case exercises: focusing on loss experiences. Throughout these sessions the emphasis was on practical aspects of the topics concerned and were characterised by role-play and experiential learning.

Feedback was excellent for each session and plans are currently well advanced for the development of the second year module which will be held in July this year.

It is hoped that by the end of three-year module, Welsh-speaking trainees will have developed the confidence to feel comfortable operating clinically in their native language.

# Congratulations



To **Dr Beca Stillwell** (photographed at her graduation last July) whose research on Bilingualism and Language in Older Adults has recently won an award from Hywel Dda Health Board. Beca's Large Scale Research Project investigated the importance that an understanding of language and bilingualism plays in assessment in older adults. In particular, Beca's research explored whether Welsh/English bilingual individuals' performance on a standardised clinical memory task (verbal free recall memory task) was equal to that of English monolinguals. Clinicians working with older adults typically rely on English language-based standardised measures to distinguish between memory loss associated with normal aging and the effects of dementia. Beca's research is directly relevant to the debate about whether or not a bilingual person is disadvantaged by being assessed in English rather than Welsh. Beca found that the answer is not straightforward and a host of historical and contextual variables are relevant to the decision. The award from Hywel Dda Health Board recognised the contribution that Beca's research has made to providing direction to clinicians involved in such decisions.

To **Dr. Dawn Owen**, one of our 3rd Year specialist placement supervisors for winning a prestigious staff-achievement award from the local Health Board. These awards are special not just because they acknowledge the hard work and dedication of staff and volunteers in the Board, but also because the nominations are made by other staff. Dawn achieved the highest level of the award for the "most outstanding contribution to improving the health and wellbeing of staff in the workplace."

Dawn's nomination came from staff working in the Therapeutic In-Reach Day Services in Bryn-y-Neuadd hospital who wanted to acknowledge the special support that she gives to them. In making the recommendation they commented that "Dr Dawn Owen regularly goes above and beyond what we have come to expect from Psychology Services. Not only do the whole of our staff team, HCAs and Staff Nurses sit down for an hour each week to share their concerns, feelings and questions about our patients who can present us with very difficult personal challenges, but we also benefit from Dr Dawn's support and knowledge and experience in an on-going way as she always makes herself available to our team".

The photograph shows Dawn being presented with her award from Dr Peter Higson, Chair of the Health Board accompanied by Dr Geoff Lang, Acting Chief Executive. For the NWCPP, there is something particularly pleasant about seeing a photograph where a previous Programme Director (Peter) presents an award to an ex-trainee and current specialist supervisor. The Programme extends our sincere congratulations to Dawn for a well-deserved achievement.



# Dr Judith Roberts

Last Autumn Judith Roberts graduated from the Programme and began working as a clinical psychologist with the Denbighshire CAMHS team. We were interested in what the first six months of a clinical psychology career was like so caught up with Judith for a brief interview.

## What was your first day at work like?

It was a bit hectic as the team were moving base at the time. I remember being a bit nervous but also excited and looking forward to the challenge. It was a very significant life transition for me. I'd gone straight from being a PhD student onto the DClin Psy so starting this job marked the end of my ability to define myself as a 'student' – a role I'd had for so many years that it seemed part of my identity. It was lovely to feel a sense of power and autonomy after all those years at University. But there were losses too. My cohort of fellow trainees had been such an important part of my life that it suddenly felt very lonely not having them around me. And, of course, I was instantly "on my own" in a professional sense as well. It suddenly struck me that I was in charge of me!

“It suddenly struck me that I was in charge of me!”

## Were you not expecting that feeling of being suddenly autonomous?

Yes, in some ways I was prepared for it but I think that as a trainee you don't appreciate just how well you are looked after on the Programme. The small nature of the Bangor Programme means that the trainee cohort is just the right size and the Team are also the right size – there is a feeling of a lot of experienced people quietly watching your back when you are a trainee: that is a lot to lose suddenly! Although I was aware that I wouldn't have a supervisor constantly looking out for me, I wasn't fully expecting the

strong sense of loss of feeling protected and of having a safety net under me.

## How long did that feeling last?

Not too long actually. I think I substituted my cohort with the Multi-Disciplinary Team and I've made some good friendships and feel that they also rely on me too. Some things took a bit longer to get used to - the loss of a study day for example. Working five days a week with a two-hour daily commute takes a lot of getting used to compared with being a trainee. I've had to learn to pace myself and keep a close eye on my work-life balance.

## Is there anything the Programme could have done to better prepare you for working in the NHS?

I think the training I received makes me proud to be a psychologist. I feel able to articulate what my role can offer the MDT as well as what I can offer individual referrals. But a qualified psychologist needs superb time-management skills and it is crucial to manage time effectively to avoid being snowed under with unexpected demands. Yes, I was very busy when I was a trainee, but the Programme is very structured so your time is very structured for you. Once qualified, I have found that there are frequent and unpredictable demands on my time in addition to client referrals. Maybe the Programme could have given us more teaching on how to deal with unexpected demands and survive once the lack of structure is no longer protecting us. Other than that, I think we were very well prepared for the job.



# Social Inclusion & Diversity: Creating the Context

The Spring 2013 edition of this Newsletter contained an article welcoming James Lea to the Programme as Academic Tutor and Social Inclusion and Diversity Lead. A year later we caught up with him and asked him to reflect on his contributions to the NWCPP over the last year.

Well, firstly, I hope that my presence and visibility as a member of the NWCPP highlights the possibility that there are many routes into, and ways to be a Clinical Psychologist, which I feel is important! I was clear when I joined the NWCPP that I wanted to create a range of opportunities for trainees and staff to consider 'difference' and 'otherness' as a relational concept, by supporting people to reflect and consider their own constellation of biological, psychological, social, relational and cultural facets that make them, and each of us, unique. With this in mind, there has been a move towards providing trainees with experiential and taught sessions reflecting on their own difference, culture and values, and how this in turn affects the lens of what we assess and how we formulate the lives and stories of those we work with clinically. My playful nature has introduced discussions about the assumptions and values of clinical psychology as a profession, as well as more global issues of mental health and the medicalisation of human distress - trainees' seem to enjoy the opportunity to be critical and reflective! We have also begun the process of creating teaching contexts for trainees to develop the necessary skills to work with groups that have particular needs, for example, people who speak Welsh as their first language; D/deafness and British Sign Language users; and the Lesbian, Gay, Bisexual and Trans community. On the NWCPP, we continue to enjoy a frequent number of Service User and Carer (SU/C) led teaching sessions, with trainees also being directly involved in our SUC consultation group, known as the People Panel/Panel Pawb. A current development is to create opportunities for trainees to meet with members of our People Panel to discuss placement experiences, and hopefully instigate some form of research consultation in line with the refreshing Patient and Public Involvement (PPI) initiative. These contexts are by no means complete, but I feel proud that as a programme we are moving into a more colourful and exciting direction.

The NWCPP has a strong emphasis and plentiful supply of skill teaching and developing trainees'

ability in CBT and the third wave therapies of Mindfulness, DBT and ACT. However, another interesting development concerns the psychodynamic curriculum, which was kept in the syllabus because trainees found it useful. We have completely redesigned the psychodynamic teaching, to include: Lifespan Psychodynamic Theoretical Approaches, Working with Transference, Working with Affect, Psychodynamic work with Children & Families, Psychodynamic approaches for People with an Intellectual Disability, and Understanding Teams and Organisations Psychodynamically. I am extremely excited by this development, as it allows trainees to integrate psychodynamic understandings into their assessment and formulations, as well as helping them feel comfortable working with relational and process issues therapeutically.

In March and September each year, all cohorts of trainees come together for teaching days. The topics for these days are in addition to the usual curriculum, which allows for some flexibility in organising topics, which I have enjoyed tremendously, as have the trainees. I feel passionate about these days, and recent topics have included: Community Psychology: Taking Psychology out of the Consulting Room and Practical Applications of Attachment Theory. Our most recent all cohort teaching day was less about formal teaching, and more about debating! All trainees were required to debate a variety of potentially controversial and thought provoking issues within clinical psychology. The day went extremely well, and I felt proud and humbled to belong to the NWCPP working with such an intelligent, articulate and caring group of trainees.

Finally, my current research activities within the NWCPP include: Investigating Shame in Lesbian and Gay Young Adults and Exploring Peoples Experience of being Diagnosed with a Personality Disorder. Oh, and I'm also a research therapist on the DBT Reframed RCT, which is an adaptation of DBT for adults who live their social and emotional lives in an over controlled way.