



Doctoral Programme in Clinical Psychology

OVERVIEW OF THE DOCTORAL PROGRAMME IN CLINICAL PSYCHOLOGY

The University of East Anglia (UEA) is a fantastic place to study and to develop a career as a clinical psychologist. If you are chosen to become part of our three year Doctoral Programme in Clinical Psychology (ClinPsyD) we hope your time with us will be exciting and challenging. We will help you to realise your potential as an applied scientist practitioner. We look forward to working with you and hope that the information in this document will be helpful for you as you prepare for your interview with us.

Professor Ken Laidlaw, PhD

Programme Director

Dr Sian Coker, PhD

Deputy Programme Director (Academic)

Dr Margo Ononaiye, PhD

Deputy Programme Director (Clinical)

Dr Imogen Hobbis, PhD

Selector Tutor

The University

The UEA opened in 1963 and recently celebrated its 50th anniversary. UEA was the first UK university to offer courses in Creative Writing, Environmental Sciences and Development Studies, and it championed interdisciplinary subjects. UEA offers a centre for arts and culture. In 1973 Sir Robert and Lady Sainsbury donated their collection of world art to the University housed on campus in the Sainsbury Centre for Visual Arts (SCVA). The SCVA is located conveniently behind the Department of Clinical Psychology and is a very short walk away for coffee, lunch or contemplations.

Set in 129 hectares (320 acres) of parkland with its own 'Norfolk Broad', UEA's academic and social amenities are conveniently located within this single-site campus. There is only a short walk between the academic departments, lecture theatres, library and sporting and social amenities.

The Norwich Research Park is host to the John Innes Centre, the Institute of Food Research, the Sainsbury Laboratory, The Genome Analysis Centre, and the Norfolk & Norwich University Hospital. The Research Park employs over 11,000 people including 2,700 scientists. The Norwich Research Park has one of Europe's largest single-site concentrations of research in Health, Food and Environmental Sciences, and there is an annual research spend of over £100 million.

UEA is a mere fifteen minute walk from the lively historic city centre of Norwich. There is a regular direct bus service from directly outside the department of Clinical Psychology. Norwich is one of the UK's top ten shopping cities. It was named as England's first United Nations Educational, Scientific and Cultural Organisation

(UNESCO) “City of Literature” in recognition of its literary heritage, contemporary strengths and future potential in the field of literature, creative writing, reading and the literary arts. For more information about UEA see <http://www.thecompleteuniversityguide.co.uk/east-anglia>.

University Life at UEA

The student experience is very important at the UEA, which is why the University was justifiably proud to be ranked number one in the Times Higher Education Student Experience Survey in 2013. More recently, we were pleased to see UEA rise two places in the National Student Survey, with the second most satisfied students in the country. In this survey, UEA overtook Oxford, Cambridge and all other Russell Group universities. In fact, the University’s students have placed UEA in the top five for overall student satisfaction every year since the survey began.

The School

The School was established in 2001 and its first students graduated in 2007. In 2008, Norwich Medical School came sixth out of 32 UK medical schools in the National Student Satisfaction Survey. The Head of the Norwich Medical School is Professor Michael Frenneaux and the Head of the Department of Clinical Psychology is Professor Ken Laidlaw. The school has close links with other schools in the University. Norwich Medical School is part of the Faculty of Medicine and Health Sciences, together with the School of Rehabilitation Sciences and the School of Nursing Sciences.

Research within the School

Norwich Medical School has five Departments; 1) Clinical Psychology, 2) Medicine, 3) Medical Education, 4) Nutrition and 5) Population Health and Primary Care. Norwich Medical School has main research interests in chronic disease and rehabilitation; education and learning; evidence based practice; infection and immunity; mental health; and policy and decision making. Other members of Norwich Medical School include GPs, epidemiologists, statisticians, health economists, biological scientists and clinical medical staff.

There are a growing number of clinical academics in the School with research interests in the areas of stroke and ageing; respiratory medicine; gastroenterology; clinical pharmacology; cardiology; surgery; primary care; public health and epidemiology; rheumatology; diabetes and orthopaedics. Norwich Medical School has recently received an allocation of Walport academic training posts amounting to four new Academic Clinical Fellowships and two new clinical lectureships. There is particular strength within the Medical School in epidemiology, statistics and health economics and exciting possibilities for appointees to develop clinical trials within the Clinical Trials Unit as well as experimental medicine within the seven-bed Clinical Research Facility (CRF). The School is committed to appropriate multi-disciplinary working and there are excellent on-going collaborations across a wide range of disciplines.

The Department of Clinical Psychology

The Programme is a partnership between the University, the NHS, and practising clinical psychologists in Norfolk, Suffolk and Cambridgeshire. It is based in Norwich in the Norwich Medical School (MED) at UEA. This interdisciplinary School provides

a unique environment for training clinical psychologists to work in the NHS of the future. The Doctoral Programme is located within the Department of Clinical Psychology which includes a multi-disciplinary group of psychologists, psychological therapists, psychiatrists and research assistants. We work closely with colleagues in the wider school. Other teaching in the School includes medical undergraduate education, interdisciplinary health sciences MSc programmes and short courses providing continuing professional development for health professionals. Other research students in the School are studying for MSc by Research, MPhil, PhD and Doctor of Medicine (MD) degrees.

The ClinPsyD Programme has developed close local links with several hospital and primary care trusts. We also have extensive working relationships with the Wellcome Trust, the Department of Health, the British Psychological Society, the King's Fund, the Society for Psychotherapy Research, the British Association for Behavioural and Cognitive Psychotherapies, and psychotherapy outcome researchers in the UK and USA.

Main research themes within the department include severe and enduring mental illness, children with mental health problems, clinical health psychology, older people, gerontology, dementia and vulnerable populations. Staff who work on the Programme or within the Department are active researchers who currently have or have had funding from the Health Technology Assessment Programme-NIHR, Research for Patient Benefit-NIHR, NIHR-TCC, NIHR-RISC and NIHR Programme Grants for Applied Research, Medical Research Council, the Wellcome Trust, the European Union and the Chief Scientist Office (CSO) of the Scottish Government. Most of the Programme team work part-time and are usually employed in a local NHS service with different clinical populations. Included in the Department of Clinical Psychology working on IAPT training programmes are Marie Chellingsworth and Gillian Todd, and within the research group Chris Fox, and Georgia Panagiotaki. We have recently welcomed Professor Michael Hornberger, Jon Wilson, Fergus Gracey, Richard Meiser-Stedman, Bonnie Teague and Ella Beeson to the department. We have a number of research assistants within the department working on grant funded research.

The Department of Clinical Psychology is home to other teaching programmes within Norwich Medical School including a Postgraduate Diploma in Cognitive Behaviour Therapy. This course provides training in CBT for experienced mental health practitioners. We also provide a Postgraduate Diploma in High Intensity Cognitive Behaviour Therapy as part of the IAPT initiative. Full details of all the courses offered by the Norwich Medical School can be found at www.uea.ac.uk/medicine/home.

ClinPsyD Programme Overview

You will join our Programme at an exciting time of regeneration and progression. Our new Programme Director, Professor Ken Laidlaw was appointed in 2014 and we are actively recruiting new research and teaching staff. We seek to build on our core values of fairness, integrity and scientific rigour building on the legacy of the Programme founder, Professor Malcolm Adams.

The UEA clinical psychology Programme, which was established in 1995, will support you to become one of the next generation of leaders for our profession, equipping you

to thrive at a time of great change within the NHS. We will enable you to become conversant, knowledgeable and confident in applying evidence-based practice through the integration of clinical, academic and research skills, recognising the wide ranging role of the clinical psychologist in the modern NHS.

The Programme philosophy places equal weight on all aspects of the Programme: teaching, research and clinical experience. Whilst we place high value on research competency, the research conducted is directly relevant to the role of the clinical psychologist in clinical practice.

Our clinical psychology Programme, which is approved by the [Health & Care Professions Council](#) (HCPC) and accredited by the [British Psychology Society](#) (BPS), is informed by partnerships in training to deliver highly competent, robust and resilient trainees. Embodying and upholding the values of the [NHS Constitution](#), our trainees are enabled to deliver better care at the level of individual, service and population need. The Programme works jointly with clinicians in the region to support research activity linked with the mental health research strategies of local Trusts and is in tune with clinical priorities of local services. The Programme understands clinical psychology to be a reflective, caring and compassionate profession where we act with integrity to make a difference to people at times of vulnerability and distress. At the heart of the Programme, underpinning and informing it, are the NHS values of working together for patients, respect and dignity, commitment to quality of care, compassion, improving lives and a recognition that everyone counts.

The Programme lasts for three calendar years and leads to the qualification Doctor of Clinical Psychology (ClinPsyD). Trainees are based in NHS Trusts throughout Norfolk, Suffolk and Cambridgeshire offering a range of generic and specialist clinical placements. At the start of the Programme, trainees are allocated a "base" location in the region (usually the larger cities or towns, e.g. Norwich, Cambridge, Peterborough) and then undertake most of their placements in this base or one nearby. Supervisors are involved in all aspects of Programme organisation and teaching, and have many links with UEA through supervisor training days and study days. Many Programme staff also hold clinical posts within local NHS services, giving direct knowledge and experience of working in services that trainees may be on placement in, and of the diverse changes currently occurring within the NHS. The geographical region is an attractive mixture of rural and urban communities. The Programme covers a largely rural area; therefore trainees should anticipate a reasonable amount of travelling is likely to be required on most, though not necessarily all, placements. This means being able to drive and having access to a car are normally required though special arrangements apply for trainees with disabilities and under specific circumstances.

Teaching takes place mainly at UEA in Norwich one day a week on a Tuesday, although there are also two four-week and two two-week teaching blocks. Most teaching occurs within year groups but there are two teaching days a year with all three year groups present.

Course structure and content

Academic

The UEA teaching programme is organised around the HCPC Standards of Proficiency and the BPS accreditation criteria. There are four units:

Unit 1: Fundamentals of Clinical Psychology (theoretical approaches in clinical psychology; core competencies; professional issues)

Unit 2: Problems, Populations and Disorders (children and young people; adult mental health; older people; learning disabilities; forensic; neuropsychology; health psychology; disadvantaged groups)

Unit 3: Therapeutic Approaches (Cognitive Behaviour Therapy (CBT); Cognitive Analytic Therapy (CAT); Systemic practice; other therapeutic models)

Unit 4: Research (research methods; qualitative and quantitative approaches to research design, ethics in research)

These modules provide an integrated approach to psychological problems across the life-span and to working with groups having special needs. Specific teaching is given on therapeutic approaches, with CBT being led by BABCP accredited therapists and CAT teaching by ACAT accredited therapists. During the third year trainees have part of their teaching in smaller parallel groups, each focusing on a specific model of psychological therapy (CBT, CAT or Systemic) chosen by trainees. Whilst developing core therapy skills is an important aspect of training, the role of the psychologist involves more than this. To reflect core psychological skills, and to encompass the changing role of the clinical psychologist within the evolving NHS, the Programme includes teaching on leadership, consultation, supervision and service development skills.

The teaching programme is a mix of didactic lectures and practice-based workshops that draw heavily on trainees' clinical experience. It also makes extensive use of teaching in small groups that meet together on a regular basis for clinical case conceptualisation and formulation skills, organisational, contextual and ethical issues. Teaching is carried out by Programme staff and local experts, primarily clinical psychologists working in local services.

Clinical Experience

Clinical experience is gained to develop core competencies across the three years of training. All trainees gain experience of working across the life-span, of working in residential and community settings, and with people who have severe and/or enduring problems.

Trainees undertake two placements per year: Placements 1 and 2 are in child and adult; and Placements 3 and 4 are in learning disabilities and older adult. The final placements, 5 and 6, are both optional/specialist placements (and may be concurrent or consecutive across the year) chosen by trainees. Within the region there is rich variety of specialist placements available covering a wide range of specialist services, for example forensic, neuropsychology, specialist centres for

brain injury, clinical health psychology, social services and leadership skills, as well as specialist placements in specific therapeutic modalities, including CAT and CBT. Trainees are on placement for up to four days per week, with additional time for research and study, depending on year of training. There is variation in the number of placement days across the three years according to the demands of thesis research, the minimum placement day requirements and whether it is teaching block. The pattern of placements across the three years is currently under review so may alter for future years.

Clinical placement supervisors are expected to provide supervision in accordance with BPS guidelines. Training events are held regularly to assist them in this and the process is monitored through trainee feedback.

Placements are currently visited by the trainee's UEA advisor or a locality tutor to review progress at least once per placement. Placements are typically carried out within the trainee's base or in a service geographically close to the trainee's base, although optional and specialist placements may take place outside of their base.

Research

Research training begins at the start of the Programme and is supported at all stages of training. We assume that trainees begin the programme with a thorough understanding of research design and statistics from their undergraduate degree, however we understand that for some, there needs to be a refresher on research methodologies and use of appropriate statistical techniques. As such we have a curriculum that supports trainees' learning needs in this area and statistical clinics provide support, help and advice. These clinics have proven to be very popular with our current trainees. Informative and accessible training in research design, multivariate statistics, data analysis and systematic reviews are all part of our curriculum as we help you initially become sophisticated consumers of research before advancing to becoming sophisticated producers of clinically relevant and impactful research.

We have introduced a new model for our research and service related projects: a 'portfolio' thesis model of up to 40,000 words which provides a publication friendly format comprising a systematic review, chapters on methodology, results and overall discussion, as well as an empirical data project written up in the format of peer reviewed journal articles. The portfolio model provides trainees with a superior framework to structure applied research training and to develop relevant transferable skills in the application of evidence-based practice. We believe this will allow trainees to complete the research process (i.e. dissemination of research) in a more efficient way and also enhance career and employment prospects.

The thesis is generally based on research carried out by trainees in partnership with staff and sometimes clinical supervisors on placement. As research is rarely carried out by individuals in isolation, collaboration between trainees and staff is encouraged to embed skills as competent scientist-practitioners. Dedicated days for research and academic study are allocated in each year of training. There are good facilities for computing within the University and in some of the NHS departments around the region. There are opportunities for collaborative and team research. This will often include working with colleagues in other disciplines within the School.

We have adopted a model of supporting programmes of research to help trainees to structure their learning needs to become a producer of clinically relevant research. Trainees must identify a research topic for their thesis within the research programme of a member of the Programme staff. Staff research interests fall into four broad themes: 1) **adult mental health**: which includes psychosis, anxiety and depression, 2) **child and adolescent mental health and development**: including, eating disorders, paediatric neuropsychology and paediatric pain, 3) **vulnerable groups**: including older people, those with learning disabilities and in forensic settings, and 4) **chronic illness and pain**: which includes psychosocial adaptation to chronic illness. At the beginning of year one our staff team provide trainees with a brief outline of their research activity and interests. This is augmented midway through the first year by a 'research fair' where the Programme team create posters for research ideas they offer trainees for possible collaborations.

Methodological approaches which are commonly used include single case series designs, qualitative studies, group comparison studies and experimental designs. Further details of staff research interests are available on our website and are also provided for short-listed candidates prior to interview. The doctoral research thesis offers trainees the opportunity to engage in a significant piece of research, supported by an academic supervisor. The theses are submitted towards the end of training and are assessed via oral examinations (vivas). The thesis is submitted in a publication friendly portfolio format.

As research activity in clinical settings can take many forms, we have broadened our model for smaller scale research studies as part of a trainee's research preparation. Service Related Projects (SRPs) are driven by clear research or evaluation questions that arise from actual clinical or service issues and are therefore relevant to clinical and health services. SRPs may focus on work commissioned by an NHS or social care organisation where our trainees complete practice placements. The SRP is written in the form of a research article or NHS audit with the format of the document dependent upon specific guidelines for targeted peer-reviewed journals or local audit guidelines.

Examples of SRP's on placement may include:

- A single case study to evaluate treatment and efficacy, to illustrate a theoretical point, or to highlight one component of treatment.
- A small scale survey e.g. client satisfaction survey.
- An analysis of data routinely collected by a service such as population specific IAPT data e.g., number of older people referred to IAPT services within a locality).
- A small piece of qualitative research such as opinions of service users on a psychiatric inpatient ward.
- A needs assessment e.g. in a day hospital.

Each September, an end of year conference is held during which our trainees present their doctoral research as either a poster or oral presentation, and to which new entrants to our Programme will be invited as our newest stakeholders. We actively encourage and support trainees to publish their thesis research following completion and to submit findings to national and international conferences for oral or poster presentations.

The Aims and Style of Training at UEA

A strength of the UEA clinical psychology Doctoral Programme is the equal value that we place on both clinical and research excellence. We are looking for applicants demonstrating the potential to become skilled practitioners of psychology in applied healthcare settings. As the profession strongly identifies with the Scientist Practitioner role we are also seeking to recruit applicants able to become sophisticated producers of clinically relevant, high impact research. At the end of training, UEA clinical psychology trainees should be able to draw on a broad range of psychological models, theories and research to inform their clinical work and be confident in using a variety of research methods appropriate to clinical research questions. We train clinical psychologists to be fit for purpose in the changing landscape of the NHS. This means we guide our trainees (and qualified staff) to appreciate what clinical psychology can offer in the context of multi-disciplinary work, to understand the need for leadership either directly or through influencing others and to accept that as psychologists we will frequently be called upon to make difficult decisions about the use of limited resources. To do this we encourage our trainees to use the evidence-base and to draw upon scientist-practitioner competences when the evidence-base is lacking.

Our Main Strengths at UEA

- We offer an innovative approach to clinical psychology training that includes a systematic research training programme, methods of assessing clinical skills, and the integration of theory and practice.
- We offer clearly defined programmes of clinically relevant research within the department and school which trainees are encouraged to join and contribute to.
- We see trainees as adult learners, making use of trainees' own knowledge and skills and using problem-based learning to help promote the skills necessary for life-long learning.
- We place an emphasis on evidence-based practice with development of the specific skills necessary to maintain this throughout one's career.
- We place an emphasis on clinically relevant research both to inform practice and to develop the knowledge base of the profession. We provide good systems to support trainees to carry out high quality research.
- We provide a stimulating and supportive multi-disciplinary environment
- We provide an emphasis on case formulation in CBT, CAT and Systemic Therapies both in teaching and assessments.
- We offer the opportunity for focused training in a specific therapy in the third year.

Support for Trainees

We appreciate that working and training as a clinical psychologist may be challenging at times. We aim to help trainees cope with these demands by providing a range of support structures and by developing their skills of self-reflection and self-awareness through the teaching programme and experiences on placement. The University operates an equal opportunities policy and endeavours to ensure that no student or applicant for study will receive less favourable treatment on the grounds of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation. It will seek to ensure fair treatment for all students in access to learning opportunities, teaching

assessment, and support and welfare services. Applicants with a disability will have the opportunity of meeting the University's Disability Officer based within the Disability Team in the Dean of Students' Office.

Normally we expect trainees to seek support from Programme staff, their peers and supervisors. We provide a range of support systems reflecting the different needs of trainees. We have a "buddy" system where each new trainee is supported by a trainee in the year above. In addition each trainee is allocated to a UEA advisor who is responsible for supporting them and monitoring their work throughout the three years. They have regular meetings with the trainees including advisor and appraisal meetings and typically mid-placement reviews. There is also a network of personal support tutors throughout the region to whom trainees are allocated. Trainees are encouraged to attend a personal and professional development group in each year of the Programme.

The University also offers dedicated support services including the Dean of Students' Office, which includes the University Wellbeing and Mental Health services and the Disability Team, and the University Counselling Service. Trainees are also able to access support through their employing Trust Occupational Health service.

Assessment

The degree of ClinPsyD is awarded after three years on the basis of satisfactory completion of written assignments, presentations and clinical practice reports. These include a case report, an open-book statistics test and the thesis proposal (Year 1); a report of the service related project (Year 2); and a second case report and the Thesis portfolio (Year 3). All work, other than the Thesis, is assessed on a pass/fail basis with marks accorded to each piece of examinable work. Trainees are provided with learning objectives for each assignment. Applicants are advised to refer to our website for the most up-to-date information on our assignments.

In each year there are two sets of ratings of clinical work on placements and oral presentations of clinical work (one of the six of which is replaced by a recorded process report). During the third year of the Programme each trainee has an oral examination conducted by an external examiner and an internal examiner on their research thesis (viva).

In 2014, we introduced formative assessment as part of our overall evaluation schedule as we understand our trainees need to learn in a climate that promotes skill development. This is assessed using objective structured clinical examinations which occur prior to placements in Years 1 and 2 to identify individual learning objectives to be addressed on clinical placements. We do not expect trainees to be the 'finished article' before they complete training and we use formative assessment to allow trainees to take some responsibility to address gaps in their clinical and academic knowledge and competence as postgraduate adult-learners.

Summary

In summary, the approach to training on the Clinical Psychology Doctoral Programme at UEA gives equal weight and importance to clinical and academic activity. We support trainees to become sophisticated consumers and producers of evidence-based practice. Research skills and competencies develop alongside clinical skills and each serves to enhance the other. We aspire to produce the next generation of leaders for our profession; conversant, knowledgeable and confident in the application of evidence-based practice. We invite you to apply to **UEA**

because you want to make a difference and we will help you make the most of your potential.