

# Professional Doctorate in Clinical Psychology

Programme information



UNIVERSITY OF  
**BATH**



## Introduction and overview from the Programme Director

As the most recently established Doctorate in Clinical Psychology the Bath team has combined well established best practice in teaching and research with innovations and new ways of achieving high levels of competence.

For example, our Personal Planning and Training Needs Assessment is used to shape individual training to take account of existing competencies and trainee aspirations; we help trainees to become the type of clinical psychologist they want to be. The programme is trainee-centered whilst remaining firmly grounded in the empirical basis of clinical psychology.

We also recognise that our graduates need not only to become clinical psychologists with a good knowledge of the science underpinning the competencies they exercise, but also to be compassionate and reflective practitioners able to relate to colleagues and service users in the NHS in the most helpful ways possible. Towards this end, our training focuses on helping those undertaking it to develop a skillful blend of Clinical Art and Clinical Science.

This means that our graduates not only become competent (so that they are able to work with people in psychological distress and deliver what is most likely to be helpful) but develop “meta-competencies” in which they are able to extrapolate what is understood about

a range of specific problems to less well understood areas of practice and professional work or even entirely novel areas.

For example, in the modern NHS, clinical psychologists need to understand and be able to engage with good practice in management. However, in addition to developing competencies in management, some of our graduates may wish to go beyond this in exercising leadership; leadership is a meta-competency beyond management.

With our emphasis on innovation based on the solid foundations of empirically grounded good practice, how can we be sure that these new ways of undertaking clinical psychology are really effective? The Clinical Doctorate is also a Research Doctorate, and from the outset our trainees are expected to actively engage in Psychology as a science and Clinical Psychology as an applied science. Research training leads to research work which will be presented and evaluated according to the gold standard applied in the research community: through the medium of peer communication as a portfolio of papers and presentations to colleagues and clinical teams, prepared to publication standards and with formal consideration of issues of dissemination and reflection on the implications of the research undertaken. The research component, whether this is the service improvement project or main experimental research study, is invariably clinically focused.

The programme pays careful attention to the professional development of its trainees, not only through the medium of placements and formal training, but through supervised activities such as the consultancy undertaken as part of the programme. The partnership between the programme academic team and clinical placement supervisors and “field” research supervisors is designed to facilitate professional development in a balanced way. Most of all, the University and NHS team seek to communicate the challenge of being able to work in a balanced way as a clinical psychologist whose role is to help people who come to the NHS for help with psychological problems and find the best ways of resolving these issues. The programme and our regional partners help trainees acquire the understanding, clinical expertise and research knowledge which will equip them to become highly able clinical psychologists working at the cutting edge of the profession.

### Professor Paul Salkovskis

Professor of Clinical Psychology and Applied Science and Programme Director on behalf of the Programme Team.



## Programme structure

The Doctorate in Clinical Psychology is a three year programme which consists of three key, interrelated elements: teaching, clinical placements and research.

### Teaching

The academic teaching works in tandem with clinical placements. The academic curriculum in the first year covers core competencies and developmentally appropriate applications of clinical psychology. This latter topic extends through the second year. The third year in general emphasises the development of specialist and higher level competencies and meta-competencies, including supervisory, management and leadership abilities, with a progressive shift from first to third year from supervision towards mentoring and peer supervision and supervising others. There will be some opportunity for you to choose topics in the academic teaching in the third year.

The programme emphasises the integration of theoretical and skills training with clinical practice by using a range of research led teaching and learning strategies including lecturing, workshop based training, problem-based learning, small group sessions, and debates, matching the topics to be taught to the methods of teaching. Some academic work is also carried out as part of clinical placements, with integrated clinical/academic teaching being delivered by supervisors. The clinical/research/academic integration is enhanced by teaching which is conducted both by programme staff (all of whom are clinically and research active) and clinical psychologists from across the region, as well as national experts. Some teaching days will take place in NHS settings elsewhere in the region as 'Away Days' hosted in a variety of sites. These sessions are also an opportunity for you to familiarise yourself with the range of NHS and social care services across the region.



### Placements

As a trainee you spend a minimum of 50% of your time in supervised clinical practice. Trainees complete six placements, which are each six months in duration, in core clinical areas which cover the main clinical specialisms and equip you to work with people across the lifespan. During the first two years of clinical training these comprise placements in services for:

- working age adults
- mental health of older adults
- learning disability
- child and adolescent mental health

In the final year of training, you will complete a placement in a Clinical Health setting and an elective placement which may be in an area of special interest to you or to supplement the core placements. Occasionally, two placements may be combined to form one 12 month placement if this fits with the service and your needs. The aim of the programme team is to work with you and your placement supervisors to help you become a clinical psychologist who not only achieves the competencies and skills required by their professional status, but who also can make an active and thoughtful contribution to the health service workforce and is well placed to continue with professional development once qualified.

Given the geography of the region, trainees do need a car plus current valid driving license to access placements and in order not to restrict training opportunities for themselves and others. Arrangements will be made for trainees unable to drive through disability.

### Research

As part of your Doctorate in Clinical Psychology you will complete a portfolio of written material, mostly in the format consistent with publication or submission-suitable material. Your research portfolio will consist of a literature review, main research project, a service related/improvement project, and four case studies, at least two of which are to be conducted and presented as Single Case Experimental Designs. There will be two further case studies included as assessments of Clinical Units.

*"We're learning from some of the best people in the field and from the most current evidence base. I'm constantly being challenged, inspired, supported but at the same time have the freedom to become the Clinical Psychologist I want to be."*

Helen Wood, 2011 - 2014 cohort

## Why Choose the University of Bath?

### Personal planning and training needs assessment

Clinical Psychology trainees have an extremely wide range of prior experience, training and ability. Beyond admission, trainees develop and gain experience, competency and expertise at different rates not only towards the final award of the Doctorate, but also towards particular career pathways. Often, trainees develop particularly rapidly and well because of strong personal interests. The Bath programme therefore deploys a training needs assessment which plays a key role in your personal training planning and monitoring, and links into your career development pathway. The training needs assessment is cumulative, and is an important tool in identifying the suitability of placements and priorities within placements, and will be taken into consideration in the evaluation of your performance on placement and at annual appraisal.

### Support systems and student representation

As a trainee you will be able to take advantage of the 'buddy' system whereby the previous year's trainees become 'buddies' for new starters. This is an informal system to help you to settle in quickly.

You will also be allocated a personal support tutor with whom you will meet at least three times in your first year of training and then at least once a year in the following two years of training. This is a confidential relationship. Individual personal support tutors are based in South West regional Clinical Psychology Departments and are therefore external to the programme.

### Programme accreditation

The Doctorate in Clinical Psychology at the University of Bath is accredited by the following professional bodies:

- Health & Care Professions Council (HCPC)
- British Psychological Society (BPS)

The Bath programme was successful in obtaining level 2 accreditation with the BABCP (British Association for Behavioural & Cognitive Psychotherapies), becoming the first (and at present the only) Clinical Psychology Programme to be accredited in this way. This means that our trainees will on graduation be eligible for Practitioner Registration on the basis of having received the training that is required to fulfill BABCP Minimum Training Standards.

From the cohort starting in 2014, it is likely that the training will also be accredited by the Association of Family Therapy at both Foundation and Intermediate level. Confirmation of that accreditation is subject to this component of the programme being approved by the AFT.

### Research Fair

We run an annual Research Fair in which programme staff, clinicians and potential supervisors from around the region are invited to present and discuss a range of suitable doctoral level research projects for trainees. We encourage presenters to talk broadly around opportunities within their specialism and also more specific ideas they may have for research projects. This is in preparation for your final year doctoral thesis. The Fair takes place during December of the first year of training.

The Research Fair is designed to enable you to identify an area of clinically relevant research which appeals to you, making key contacts in the field whilst broadening potential opportunities available to you early on in the programme. Research projects will be offered from across the range of clinical specialisms, spanning qualitative, quantitative and mixed methodology approaches.

### Mindfulness training

You will participate in an eight-week mindfulness based cognitive therapy course as part of the curriculum. It is strongly recommended that health professionals undergo a mindfulness course for themselves before delivering this intervention to others. It has been shown that this allows trainees to experience some of the psychological processes and effects that they may be eventually helping to cultivate in clients using mindfulness interventions (Rimes & Wingrove, 2011).

Whether or not you wish to use such interventions with clients, mindfulness practice may help to enhance self-awareness and reflection skills which could contribute to your own stress management as well as your therapeutic work.



## Staff



### Prof Paul Salkovskis

Paul Salkovskis is Professor of Clinical Psychology and Applied Science. In 2010 he was appointed Programme Director for the Clinical Psychology Doctorate Programme at Bath. He is internationally renowned for theoretical approaches to, and the understanding and treatment of, obsessive-compulsive disorder

and other anxiety problems.

Previously, Paul was Professor of Clinical Psychology and Applied Science and Clinical Director in the Centre for Anxiety Disorders and Trauma at the Institute of Psychiatry, London, (2000-2010).

At the University of Oxford (1985-2000) he worked on Medical Research Council funded research on panic. During this period he worked on theoretical, experimental and clinical applications of cognitive theory, particularly in the area of anxiety disorders and hypochondriasis (health anxiety). He was appointed to a Wellcome Trust Senior Fellowship, focusing on the treatment of obsessive-compulsive disorder and health anxiety. His final title at the University of Oxford was Professor of Cognitive Psychology. During his period in Oxford he developed a strong interest in health psychology, particularly aspects of health screening and health decision making.

Paul graduated in clinical psychology from the Institute of Psychiatry in 1979. He then worked as a clinical psychologist based in general adult psychiatry and in liaison psychiatry until 1985.

Professor Salkovskis has extensive links with other researchers and resources locally and nationally which allow access to participants for the research, most of which is focused on the application of cognitive theories. He also has international collaborations with a range of other research centres, including those in Australia, Bulgaria, Canada, Denmark, Germany, Hong Kong, Morocco and the United States.

#### Research interests

- cognitive behavioural factors in obsessive-compulsive disorder and its treatment
- health psychology
- health anxiety (hypochondriasis)
- specific phobia
- panic disorder and agoraphobia



### Dr Catherine Hamilton-Giachritsis

Catherine is a Reader in Clinical Psychology and was appointed Academic Director in June 2014. She is a BPS chartered and HCPC registered forensic psychologist and clinical psychologist, who has an international reputation in the field of child abuse and neglect. Until May 2014, Catherine was the Assistant Director of the Centre for

Forensic and Criminological Psychology at the University of Birmingham. Catherine's work on three pan-European projects looking at young children living in institutions (funded by EU Daphne/World Health Organisation Regional Office for Europe) has had significant impact in a variety of countries and was considered prior to the new UN guidance for 192 countries.

#### Research interests

- child maltreatment
- children in institutional care
- young people with harmful sexual behaviour
- online victimisation (sexual and bullying), vulnerability of victims, grooming behaviour and impact
- positive use of new technologies to develop empathy in parents
- child sexual exploitation (policing)



### Dr Ailsa Russell

Ailsa Russell is the Clinical Director. She is a chartered and HCPC registered clinical psychologist. Ailsa works with the programme team, trainees and regional supervisors to facilitate high quality, enjoyable and rewarding practice placements.

Ailsa's more recent research has focused on studies of people with Autism, in particular trying to adapt or develop effective psychological interventions for emotional disorders in this group with focus on anxiety and OCD.

#### Research interests

- anxiety in autism spectrum disorders
- adapting evidence-based psychological interventions for people with developmental disorders
- neuropsychological facets of atypical development



**Dr Joanna Adams**

Joanna Adams completed her undergraduate degree in Psychology at the University of Bath in 2004 before commencing a Doctorate in Clinical Psychology at Royal Holloway, University of London. She qualified as a clinical psychologist in 2009 and is registered with the HCPC.

Joanna's clinical and research interests lie in child and adolescent mental health. She has worked in a variety of clinical settings including community CAMHS and paediatrics, and currently works part-time in a specialist CAMHS service in Oxford. Joanna has conducted research on self-harm and the experiences of adolescent heart-transplant recipients and their parents.

**Research interests**

- understanding the illness experiences of young people and their parents
- adolescent development in the context of mental health difficulties and physical illness
- experiences of parenting children with developmental, physical or psychological difficulties



**Dr Catherine Butler**

Catherine qualified as a clinical psychologist from The University of East London in 2003 and as a systemic psychotherapist/family therapist from Kensington Consultation Centre in 2006. She is registered with the Health and Care Professions Council.

The majority of Catherine's NHS work has been in Sexual Health services, but she also worked in the Improving Access to Psychological Therapies (IAPT) programme. Most recently she ran foundation and intermediate family therapy training courses, which she hopes to develop at Bath.

**Research interests**

- sexual prejudice, sexual minorities and sexuality in general
- sexual assault, including issues of blame and responsibility
- working with asylum seekers and refugees, including use of interpreters



**Dr Jo Daniels**

Jo Daniels is a Clinical Tutor/Lecturer. She qualified as a clinical psychologist from the University of Manchester in 2009, and is an accredited psychotherapist with the BABCP.

Jo has worked in various physical health and mental health services, including Improving Access to Psychological Therapies (IAPT) services, specialist services for Chronic Fatigue Syndrome/ME and within medical and surgical directorates. Jo has a specialist interest in CFS/ME, and completed her doctoral research into illness cognitions and socialization to the treatment model. Jo is currently involved in a number of research studies which aim to enhance understanding and treatment of physical health problems, with a specific focus on identifying common illness cognitions and the overlap between physical and mental health.

**Research interests**

- cognitions, meta-cognitions and attention in chronic obstructive pulmonary disorder
- early intervention in chronic fatigue syndrome/ME
- anxiety and mental health within chronic conditions



**Dr Cathy Dysch**

Cathy is a Clinical Tutor and trainee support system coordinator. She qualified as a clinical psychologist from the University of Plymouth in 2007. Since qualification Cathy has worked primarily with adults with learning disabilities in community settings. Her research interests also lie within this field, particularly in

relation to people with learning disabilities' psychological experiences of physical illness.

Cathy is registered with the Health and Care Professions Council.

**Research interests**

- illness perceptions and experiences of people with learning disabilities
- definitions and experiences of domestic abuse for people with learning disabilities
- the effects of group intervention on social identity for people with learning disabilities



**Dr James Gregory**

James Gregory is a Clinical Research Tutor. James qualified as a clinical psychologist from University College London in 2008 and he then completed a postgraduate diploma in cognitive behavioural therapy (CBT) at the Institute of Psychiatry in 2010. He is an accredited psychotherapist with the BABCP and he is also

registered with the HCPC.

James has worked in various mental health services, including Improving Access to Psychological Therapies (IAPT) services and secondary care services in London and Bristol.

**Research interests**

- mindfulness and stress inoculation
- the role of transdiagnostic processes such as repetitive thinking and intrusive cognitions in maintaining distress and their impact upon health
- developing treatment models for hoarding
- developing understanding and treatment of mania in bipolar disorder
- practice adaptations to enhance the delivery of CBT



**Dr Emma Griffith**

Emma is a Clinical Tutor and Lecturer for the Doctorate in Clinical Psychology programme. Emma completed her Masters in Research methods at the University of Bristol in 1998. After working at the Department of Psychiatry at the University of Hull and then a Specialist Substance Use and Psychosis NHS service, she completed her Doctorate in

Clinical and Community Psychology at the University of Exeter. She qualified as a clinical psychologist in 2006 and is a chartered psychologist and HCPC registered. Emma worked with a specialist service working with individuals experiencing severe mental health and substance use problems from 2007 until 2013. During this time she completed a postgraduate diploma in cognitive behavioural therapy at Oxford University.

Emma's current research focuses on a trial looking at the use of a brief motivational intervention in psychiatric inpatient settings for individuals experiencing severe mental health and substance use problems.

**Research interests**

- comorbid severe mental health and substance use problems
- developing treatment approaches for individuals experiencing personality disorder, severe mental health and substance use problems
- personality disorder
- self esteem and psychosis
- early intervention in psychosis
- the application of cognitive theory to clinical practice
- community psychology





#### Brynjar Halldorsson

Since completing his clinical training, Brynjar has worked in a range of clinical settings including acute mental health inpatient services, primary care (IAPT) and specialist clinics. He joined the University of Bath in 2011 and is currently undertaking a PhD, investigating both theoretically and experimentally Excessive

Reassurance Seeking in clinical populations diagnosed with anxiety disorders or depression. Brynjar is a HCPC registered practitioner psychologist and has been accredited as a cognitive behavioural psychotherapist with the British Association for Behavioural and Cognitive Psychotherapies (BABCP).

#### Research interests

- anxiety disorders, particularly OCD and health anxiety
- cognitive and behavioural approaches to the understanding and treatment of anxiety disorders and depression
- psychological mechanisms of psychopathology
- cognitive behaviour therapy
- cognitive theory
- behaviourism
- the a priori and the empirical in psychology



#### Lorna Hogg

Lorna Hogg is a Clinical Tutor and the Programme Admissions Tutor. She qualified as a clinical psychologist in 1985 from Glasgow University and has worked in four separate mental health care services since then and taught on two other Clinical Psychology Doctorate programmes, Oxford and

Salomons, Canterbury Christ Church University.

Lorna has a clinical interest in working age adults. She has a special interest in people experiencing a first episode of psychosis and Early Intervention Services for this client group. She was involved in setting up such a service in Oxleas NHS Foundation Trust as the Clinical Lead in this field.

#### Research interests

- engagement in first episode psychosis
- self-stigma and psychosis
- selection in clinical psychology



#### Dr Maria Loades

Maria is a Clinical Tutor and Lecturer, the lead tutor for students with disabilities, and also co-ordinates the supervision training, provided to placement supervisors, as part of the programme.

Following an undergraduate in Social and Political Science at

the University of Cambridge, Maria qualified as a clinical psychologist from the University of East Anglia in 2008 and is a chartered psychologist, registered with the HCPC. Since qualification, she has worked in a variety of settings, including adult mental health, a children's psychiatric inpatient unit, community Child and Adolescent Mental Health Services (CAMHS), and a specialist paediatric Chronic Fatigue service. She completed a postgraduate diploma in cognitive behaviour therapy (CBT) for children, young people and families at the Anna Freud Centre/ University College London in 2013. She is an accredited cognitive behavioural psychotherapist with the British Association for Behavioural and Cognitive Psychotherapists (BABCP).

#### Research interests

Mediators and moderators of therapy outcome in CBT, particularly for children and young people. This includes:

- therapist competence in delivering CBT
- the therapeutic alliance in CBT
- CBT supervision and supervisor training

She is also interested in developing the literature around Chronic Fatigue Syndrome in children and young people.



**Dr Andrew Medley**

Andrew qualified as a clinical psychologist from the University of Birmingham in 2009, having re-trained following a career in the Fire & Rescue Service. Since qualifying, he has worked in acute hospital and rehabilitation settings, supporting people with a range of physical health conditions.

He has particular experience in rehabilitation following acquired brain injury and in working with patients with cancer and haematological disorders.

Andrew's research interests relate predominantly to psychosocial interventions in oncology, haematology, and other physical health conditions, both in terms of the adjustment challenges confronting patients and the wellbeing of multidisciplinary health professionals undertaking this difficult work.

Andrew is registered with the Health and Care Professions Council.

**Research interests**

- psychological adjustment and 'survivorship' throughout the cancer pathway
- illness perceptions, metacognition and coping styles in cancer and other physical health conditions
- preventive psychological interventions (psycho-education) in the acute hospital setting
- compassionate mind approaches in physical health conditions
- psychological self-care skills in hospital-based health professionals
- the therapeutic impact of the built environment in acute hospital care



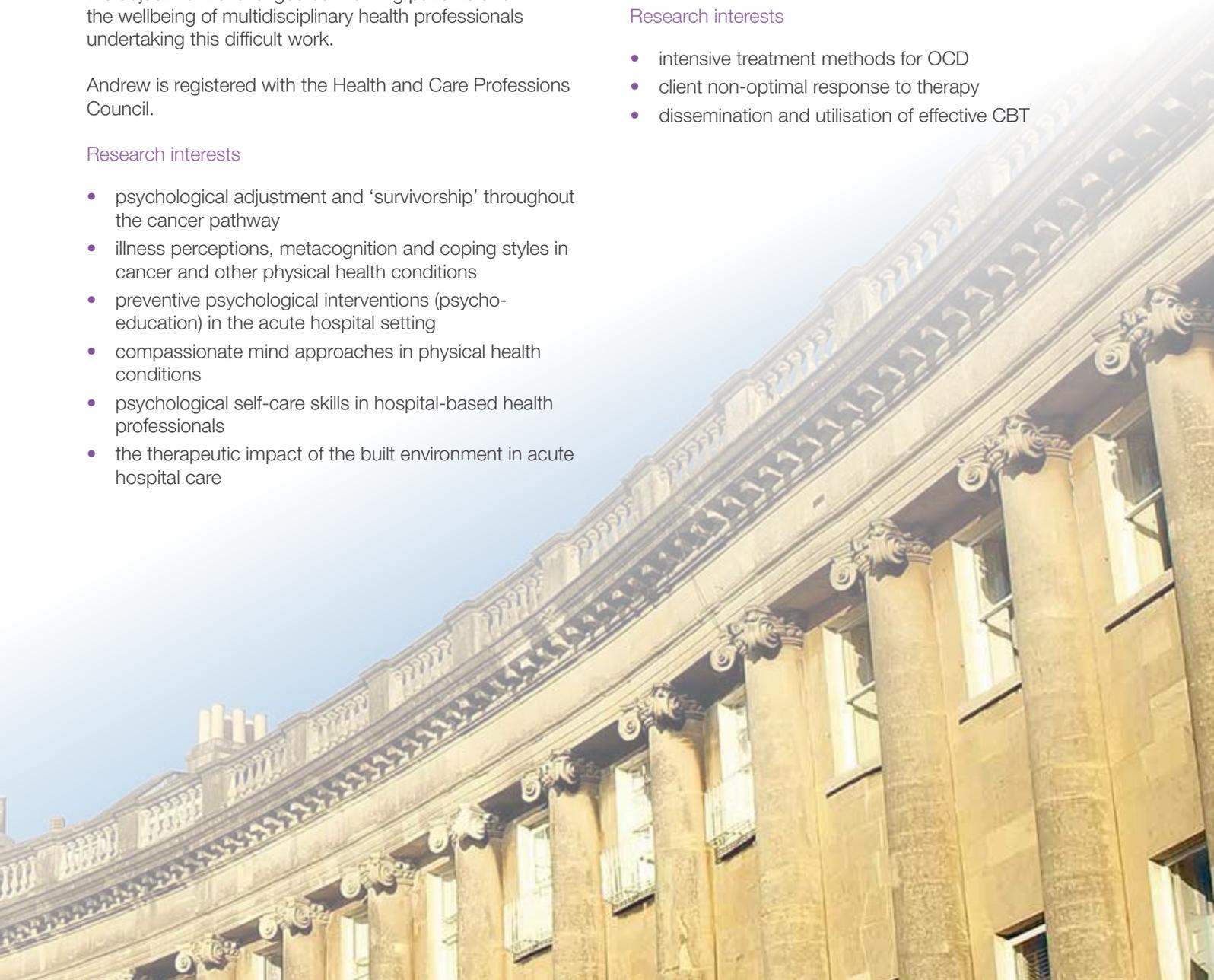
**Josie Millar**

Josie is a Clinical Academic Tutor and cohort tutor for the 2012 cohort. Josie qualified as a clinical psychologist from the University of Adelaide, Australia in 2006 and is registered with the HCPC. Josie has worked in primary, secondary and tertiary care services for adults with a range of mental health problems. Josie's

research interests lie in the cognitive behavioural factors in anxiety and mood disorders and their treatment. She is particularly interested in OCD and is currently undertaking a PhD investigating clients non-response to treatment and predictors of response to different treatment delivery methods for OCD.

**Research interests**

- intensive treatment methods for OCD
- client non-optimal response to therapy
- dissemination and utilisation of effective CBT





**Dr Falguni Nathwani**

Falguni qualified as a clinical psychologist in 2004 from the University of Exeter, having completed a PhD in neuropsychology at the University of Cambridge prior to this. In 2012 she completed a Diploma in Cognitive Therapy at the University of Southampton focusing in particular on working with

individuals with personality disorder.

Falguni has worked in both older adult and adult of working age services but now works solely in an adult secondary mental health service with individuals with severe and enduring mental health difficulties. Much of her work involves using cognitive-behavioural approaches e.g. Dialectical-Behaviour Therapy, with individuals with complex presentations. Falguni is registered with the Health and Care Professions Council.

**Research interests**

- borderline personality disorder
- non-suicidal self-injury
- dialectical-behaviour therapy
- mindfulness



**Georgina Lyons**

Georgina is the Programme Manager, responsible for the smooth running of the programme and supporting the trainees during their time at Bath. Prior to joining the University of Bath in 2014, Georgina worked at Durham University and in the voluntary sector providing patient support services in partnership with the NHS.

**Jen Scheppers**

Jen is the Programme Administrator and has recently joined the Doctorate in Clinical Psychology admin team at the University of Bath. She has worked previously at the University of Reading and in the Australian Public Service.

**Laura Ellis**

Laura has recently joined the Doctorate in Clinical Psychology administration team having worked previously at the University of Leicester as a CETL administrator and Personal Assistant. Before moving to work in higher education, Laura worked in publishing.



## About Bath

The University of Bath is one of the most elite universities in the UK. For the second year running we have come top for student satisfaction out of more than 130 UK higher education institutions.

Our welcoming campus is safe and friendly, with outstanding arts facilities and a first-class sports complex. The campus is located about a mile from the World Heritage City of Bath - one of the most interesting, elegant and vibrant cities in the UK, with a historic past and a wealth of cultural, contemporary activities. By train, Bristol is a mere ten minutes away and London can be reached in just over an hour. Bristol airport has regular flights to major cities in the UK, Ireland, Europe and the US.



## Admissions

Admissions for the Doctorate in Clinical Psychology is via the Clearing House for Clinical Psychology at the University of Leeds. See the website [www.leeds.ac.uk/chpccp/](http://www.leeds.ac.uk/chpccp/)

### Essential entry requirements:

- the personal qualities and values crucial for working with people with psychological needs
- appropriate experience (paid or voluntary) of working in a relevant clinical speciality
- relevant research experience additional to an undergraduate project, including service evaluation and audit
- clear evidence of commitment to the course ethos and evidence-based practice
- an undergraduate degree in Psychology at the level of 2.1 or above, or expected in the year of entry
- meet criteria for GBC with the British Psychological Society
- high level of proficiency in English
- right to work in the UK and eligibility for home fee status

### Desirable entry requirements:

- personal suitability as evidenced by additional life skills and competencies
- publications in quality peer-reviewed journals, especially first or second author
- clinical health experience

## Contact us

For more information about this programme, please visit our website:

[www.bath.ac.uk/psychology/clinical](http://www.bath.ac.uk/psychology/clinical)

Or contact the programme administrators:

Email: [bathcp-admin@bath.ac.uk](mailto:bathcp-admin@bath.ac.uk)

Tel: +44 (0)1225 385506

Department of Psychology  
University of Bath  
Bath BA2 7AY, UK



Published October 2014

Department of  
**Psychology**



UNIVERSITY OF  
**BATH**