

# appendix 10

## research teaching at the Anna Freud National Centre for Children and Families

Across the four years of the doctoral training there is a programme of research teaching. This element of the course is taught at the Anna Freud National Centre for Children and Families. Details of the teaching programme are set out in this appendix.

### Note on the Research log

To fulfil UCL's commitment to the quality of its research programmes, the Graduate School provides the Research Student Log for the use of all research students at UCL. The Log is a mandatory component of all UCL research degree programmes. **Trainees must complete this Log throughout the entire training, Years 1 to 4.**

The Log has been prepared to assist you throughout your degree programme at UCL. It provides a framework for recording details related to your graduate research programme, scheduled supervisory meetings and activities concerning the development of academic and key skills. Your Log will also help you to assess your progress and to plan and chart evidence of the development of academic and discipline specific skills and key skills. It will also be used as a form of research journal, which will help you with the writing of your reflective commentary as part of volume 2 of the dissertation.

The Log is intended to be used in a flexible manner, to allow for different research processes between different disciplines. For the purposes of your research dissertation (volume two) you are asked to document 'formal' academic supervisory meetings in this Log. The framework of supervisory meetings included in the Log is in line with the Graduate School Code of Practice for Graduate Research Degrees. You are also asked to reflect upon and assess your initial skills level and the development of your skills over time. This will provide evidence that you have mastered a variety of situations, personal as well as professional, in which you may have demonstrated your skills.

### Research teaching - for each year group

#### Year 1

During the 1st year, the research teaching takes place on Tuesdays between 9.15 and 12.30 (times vary slightly from term to term – see [appendix 11](#)), as well as three afternoons per term (see [Term Dates](#)).

The aims of the research teaching during **the first year** are as follows:

- To give trainees a thorough grounding in research methods, including both qualitative and quantitative approaches, with a specific focus on psychotherapy research methods. By the end of the first year, trainees should have developed the skills to formulate a research question in the field of child and adolescent psychotherapy, and develop a research proposal based on that question.
- Trainees should have developed a solid knowledge of the evidence-base for psychoanalytic work with children and young people, as well as a critical awareness of the issues involved in evaluating psychotherapy.
- Trainees should have developed a capacity to critically evaluate a range of research papers, using both qualitative and quantitative designs.

- Trainees should have developed an awareness of debates related to evidence-based practice and practice-based evidence, and a capacity to consider how to meaningfully engage with routine outcome monitoring, both at an individual level and at a service-based level.
- Trainees should have developed the skills to design and conduct a service-based research project (audit), addressing an issue of relevance to child psychotherapy and/or their CAMHS team.

During the first year, trainees will be at Anna Freud National Centre for Children and Families every Tuesday morning, and will attend three courses designed to support the development of their clinical research skills over the three terms. In addition to the teaching on Tuesday mornings, year 1 trainees will also have research teaching at three times per term, on a Tuesday afternoon See the time-table for dates.

The courses are as follows:

### **research methods 1 (term 1)**

Weekly, Tuesday, 9.15-11.15 – *note, in weeks 8 and 10, this will be extended till 12.30pm to allow for statistics workshops.* (UCL)

Dr Dominika Dykiert (Module Convenor)

E: [dominika.dykiert@annafreud.org](mailto:dominika.dykiert@annafreud.org)

These sessions aim to equip trainees with knowledge of both quantitative and qualitative research methodologies. It also aims to help trainees to become both better producers and consumers of developmental and clinical research. It is designed to teach the fundamental concepts, methods and skills trainees will need for carrying out and interpreting high quality research.

Two assumptions underpin the module: the first is methodological pluralism, i.e. that different research methods are available, each with its own strengths and limitations, and the choice of which to employ will depend on the research problem and question(s) under consideration. The second assumption concerns the relevance and importance of the scientist-practitioner model, i.e. that devotion to the practice of psychoanalytic observation or clinical work ought to be matched by a lively commitment to scientific research.

The content of the lectures/sessions is structured around practical descriptions of the research process, from both a qualitative and quantitative perspective. This entails examining the ethical implications of research, considering different methods of data collection and analysis, and developing skills in critical reading and academic report writing.

This is a formative course and attendance is required. The course is compulsory for those trainees with limited empirical and experimental research experience at undergraduate level since much of the material covered provides the basis of the skills and knowledge required for your research thesis. If any trainee believes that on the basis of their past experience they are fully competent in relation to the material they should formally email the Academic Course Director to request dispensation to opt out of this module and provide adequate justification.

For the final three weeks of the term, an additional workshop will follow the lecture which will allow students to have more independent experience to carry out data analysis using SPSS.

### **introduction to psychotherapy research (term 2)**

Weekly, Tuesday, 9.15-11.00 (Anna Freud National Centre for Children and Families)

Elizabeth Edginton and Saul Hillman (Module Convenors)

E: [Elizabeth.Edginton@annafreud.org](mailto:Elizabeth.Edginton@annafreud.org); [Saul.Hillman@annafreud.org](mailto:Saul.Hillman@annafreud.org)

The aim of this course is to develop practical skills and knowledge in the application of research methodology to a child and adolescent psychotherapy context. The format of the course is interactive and applied. Trainees will work together in small groups throughout the course. Each week trainees will consider a different aspect of the development of research ideas. Topics will include:

- Searching the literature and critically evaluating what is known and not known on a topic
- Translating clinical questions into research questions
- Critically appraising different methodological approaches to addressing research questions
- Critically evaluating measures and instruments for conducting psychotherapy research
- Considering the ethical issues of applied research in psychotherapy
- Considering the practical issues of conducting research in a clinical setting
- Considering the potential clinical implications of research findings and how they can be applied to practice
- Presenting and justifying proposed ideas for research

By the end of this course, trainees will have worked together in small groups to produce fictitious research proposals as an oral presentation. These proposals will be presented as a Formative Assessment. Although this assessment is formative (i.e. passing it is not a requirement of gaining the doctorate), it will be a useful preparation for developing the trainee's own research proposals for the doctoral research project, which begins in the second year.

### **evaluating clinical interventions (term 3)**

Weekly, Tuesday, 9.30-12.00 (Anna Freud National Centre for Children and Families)

Dr Julian Edbrooke-Childs (Module Convenor)

E: [Julian.Edbrooke-Childs@annafreud.org](mailto:Julian.Edbrooke-Childs@annafreud.org)

Sessions will be taught/facilitated by Dr Edbrooke-Childs, supported by other members of the Evidence Based Practice Unit (EBPU), and occasionally outside speakers. Most sessions will be divided equally into a lecture and a seminar.

Evaluations of clinical interventions, from clinical audits to published research studies, are important in informing evidence-based practice and practice-based evidence which, in turn, inform good clinical practice. The module first introduces trainees to the theories of evidence-based practice and practice-based evidence. Next, methodological approaches to carrying out evaluations of clinical interventions are described, focussing on routine outcome monitoring. Then, statistical approaches to analysing evaluations of clinical interventions will be presented, and alternative perspectives on the strengths and limitations of evaluations of clinical interventions will be explored. Throughout, the focus of the module will be on understanding the key principles and practicalities of evaluating clinical interventions and how to apply this understanding to the types of evaluations trainees may be conducting during their CAMHS placements.

Through attending the course, the aim is for trainees to have met all the "core" CAMHS competencies in relation to evidence-based practice, including:

- An overview of the concept of evidence-based practice and its role in child and family psychotherapy.
- An understanding of the role that evaluation of interventions plays in successful therapy.
- Specific knowledge of techniques for evaluating clinical interventions.

By developing these skills, trainees will meet the following learning objectives:

- To think critically about how the concepts of evidence-based practice and practice-based evidence can inform our understanding of therapeutic work with children and families.
- To use reasoning to extract the strengths and limitations of different models of evaluating interventions.

- To critically evaluate theoretical contributions to the concept of “evidence-based practice”.
- To develop practical skills in evaluating clinical interventions and to consider how to apply these skills to one’s own research.

### **journal club**

Three times per term, on Tuesdays 12:30 – 13:30 (Anna Freud National Centre for Children and Families)

Tutor: Nick Midgley and Debbie Stuart

The purpose of the Journal Club is to provide a forum to discuss relevant articles in the Child Psychotherapy literature, and to develop your critical reading skills. During the first year, the Journal Club will focus on research related to the topic of ‘The evidence-base for psychoanalytic work with children’.

Trainees will be expected to read a paper for each journal club meeting, and at the end of the first year critical reading skills will be assessed by means of a written examination. Please see the [‘marking criteria for critical reading exam’ appendix 13](#).

### **audit workshop**

Three times per term, on Tuesdays, 13:45 – 15:00 (Anna Freud National Centre for Children and Families)

Tutors: Elizabeth Edginton and Saul Hillman

The purpose of the audit workshop is to provide a forum for trainees to discuss relevant issues related to their service-based research project (audit). Though the workshops will provide some teaching and guidance on service-related research including audits, it will be mostly trainee-led, with a focus on supporting work on the service-related research project. (More details on the service-related research project can be found in Appendix 16). During the first year, they will be expected to plan, execute and write up a small-scale, audit within the constraints of their clinical setting.

## **year 2**

For 2nd year trainees, the formal research teaching takes place at the AFC on Tuesdays - three times per term (see [‘Anna Freud Centre for Children and Families - timetable’ appendix 11](#)).

During the second year, trainees will continue to develop their research skills. The primary research task during the second year is to develop a (non-assessed) research proposal and carry out a systematic literature review on a focused topic. This literature review must be completed by the end of the second year (see submission dates section). Research workshops will support the development of skills related to conducting and writing a literature review. In addition, students will continue to develop their knowledge of, and critical engagement with, existing research in the field of child and adolescent psychotherapy by attendance at the journal club.

Prior to the start of the second year, trainees will be informed about specific research areas/projects within which they would be allocated. Following a process of dissemination about the research areas/projects, trainees will be allocated. During the first term, trainees will identify a topic, which will form the basis for a non-assessed research proposal (by the end of the Winter term of year two) and a systematic literature review (submitted at the end of year two), and the empirical research study (end of year three). At the start of the second year, trainees will be allocated an academic supervisor, who will meet with them in research supervision groups on a regular basis and support them in the development, design and conduct of the work that will form volume two of the dissertation.

### **research supervision**

Three times per term, on Tuesdays, 9:00 – 10:30 (Anna Freud National Centre for Children and Families)

Supervisors: Evrinomy Avdi and Sally O'Keeffe

During the morning, group research supervision workshops will be run by our Research Supervisors. The students will be allocated to one of the supervision groups according to the topic of their research project. Within each supervision group, trainees will be working on related studies where there will often be similar methodological and analytical approaches. These workshops will aim to think about both the more general theoretical and research context of these research projects, and also the more specific research questions, literature and methodologies that the students may be formulating for their own studies. In the first term, there will be a strong emphasis on preparing to write a proposal whilst a large part of the rest of the year will be more orientated around the literature review and methodological issues.

### **literature review workshop**

Three times per term, on Tuesdays, 11:45 – 12:45 (Anna Freud National Centre for Children and Families)

Seminar lead: Evrinomy Avdi

The primary purpose of these workshops is to provide a forum for trainees to discuss relevant issues relating to writing their research proposals and literature reviews. The workshops will provide minimal direct teaching with a focus on supporting work on the literature review assignment. There will be some time for guided self-study allowing trainees to develop their skills in identifying appropriate content, searching for literature and developing their ideas about structuring the review.

### **journal club**

Three times per term, on Tuesdays, 10:45 – 11:45 (Anna Freud National Centre for Children and Families)

Seminar lead: Debbie Stuart

The purpose of the Journal Club is to provide a forum to discuss relevant articles in the Child Psychotherapy literature, and to develop your critical reading skills. During the second year, the Journal Club will focus on research related to the trainees' own areas of research interest.

Trainees will be expected to read a paper for each journal club meeting, and it is expected that the papers read will inform not only your clinical work, but also the design of your own literature reviews and empirical research projects, or your understanding of psychotherapy research methodologies more generally.

### **winter research workshop – 17<sup>th</sup> – 19<sup>th</sup> December 2018**

At the end of the first term, second year trainees are expected to write a research proposal which will help inform and guide their literature review and empirical research project over the coming two years. Trainees are expected to attend a three-day winter research workshop which will be facilitated by their supervisors. The sessions will be exclusively dedicated to the research proposals that would need to be submitted following the workshop. Trainees have all been given study leave in order to attend, and for a large part of the workshop, supervisors will be present to assist with the formulation, focus and writing of the research proposal. Further details about the workshop will be given closer to the time but we would expect trainees to be there from 9.30am till 4.30pm.

### **year 3**

For 3<sup>rd</sup> year trainees, the formal research teaching takes place at the AFC on Tuesdays '[Anna Freud National Centre for Children and Families - timetable](#)' appendix 11.

The primary research task during the third year is to carry out an empirical research project building on the proposal and the literature review that have been written in year 2. This empirical project, written up in the form of a journal article, must be completed by the end of the third year (see submission dates section). Research workshops will support the methodological and analytical parts of their research study. In addition, students will continue to work in small research supervision groups which will be led by their research supervisors.

### **Research supervision groups**

Three times per term, on Tuesdays, 11: 00 – 12:30 or 11:15 – 12:45 (Anna Freud National Centre for Children and Families)

Supervisors: Elizabeth Edginton and Saul Hillman

These workshops will provide a forum for you to think about both the more general theoretical and research context of these research projects, as well as the more specific research questions, methodologies and analyses that will form part of your individual studies. The supervision groups will be orientated around the actual empirical study, which may involve data collection, coding, analyses and writing up.

### **Research workshops**

Three times per term, on Tuesdays, 11:30 – 12:30 – note, on 27<sup>th</sup> November 2018 and 8<sup>th</sup> January 2019 Research Workshop takes place 9:30 – 10:30 (Anna Freud National Centre for Children and Families)

Seminar lead: Nick Midgley and Sally O'Keeffe

The primary purpose of these research seminars is to provide a forum for trainees to discuss relevant issues relating to any methodological or analytical part of their empirical study. The workshops will include some direct teaching but will primarily be guided self-study, with a focus on supporting work on trainees' research projects.

### **spring research workshop – 25<sup>th</sup> – 27<sup>th</sup> March 2019**

At the end of the second term, third year trainees are offered a three-day research workshop. The sessions will be exclusively dedicated to the methodology and analysis that trainees would be using within their empirical research projects. Trainees have all been given study leave in order to attend, and for a large part of the workshop, members of the research team will be present to support the individual trainees' analyses. Further details about the workshop will be given closer to the time but we would expect trainees to be there from 9.30am till 4.30pm.

## **Year 4**

For 4<sup>th</sup> year trainees, it is expected that trainees will have submitted the empirical paper at the end of year 3, though in some cases, trainees may require additional time to complete this piece of work. For this reason, supervision will be offered monthly on Tuesdays, and trainees should liaise directly with their academic supervisor about the format of these supervisions. For those trainees who have already completed their empirical paper, it is not necessary to attend supervision.

The primary research task during the fourth year is to carry out a reflective commentary that has to be written up and submitted by 19<sup>th</sup> February 2019. This is the final piece of work that comprises volume two of the dissertation which also includes the systematic literature review and empirical research project. The paper is a reflective account of the process of undertaking research, and

linking this with clinical training. The reflective commentary should represent the evolving and continual relationship between yourself and your research. Overall, the aim is to provide a space for trainees to reflect upon the whole process of the training with a particular focus on thinking about the relationship between the clinical and research components.

### **Reflective Commentary Workshop**

Three seminars in the Autumn term, Tuesdays, 9.30 – 11:00 (Anna Freud National Centre for Children and Families)

Seminar lead: Elizabeth Edginton

The purpose of the workshop is to provide a reflective space to bring together the research and clinical elements of the Doctorate, to think about how the process of undertaking research and to examine how this may link with the clinical training itself. The sessions will be run by a Child Psychotherapist who will facilitate the process for you to reflect upon the evolving relationship between yourself and your research. The workshop will operate rather like a supervision group and not involve formal teaching but rather allow you to start exploring the content, process and structure of the 4,000 word reflective commentary paper which forms the final part of volume two of the dissertation.

Where students need to make further revisions to their literature review and/or empirical journal paper, then the monthly supervision groups can be used to support this.

Following completion of all three parts of the dissertation, it will be fully assessed and a viva voce examination will be arranged.

