Workshop

Clinical Psychology Doctoral Research: Sharing Good practice

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What do MRPs look like at UCL?

Three parts:

1. Literature review: Conceptual Introduction or Systematic Review
2. Empirical paper
3. Critical Appraisal
How the MRP has evolved at UCL

Compared to 5 years ago:

• Our trainees increasingly work in joint projects
  (In last cohort ~50% of trainees were in a joint project)
  • Makes more ambitious (and publishable) projects possible
  • Reduces supervisor workload
  • Mirrors how science is done
  • Usually improves trainee experience
Compared to 5 years ago:
• Greater diversity of methods, including:
  • Longitudinal modeling of data (e.g., SEM and multilevel modeling)
  • Investigation of genetic and environmental contributions (e.g., through twin and adoption designs)

Reflects an increase in secondary data analysis projects

In same period decrease in number of projects requiring NHS ethics. Most NHS-ethics MRPs now involve a trainee joining a project for which there is already ethics.
Strategies we use to maximise impact

Publication in peer reviewed journals:

• Trainees actively encouraged and supported in seeking publication in peer reviewed journals:

• Internal ‘Writing up for publication workshop’ (Term 2 of yr 3)

• Access to high quality training courses via UCL on full range of impact activities (timing can make these hard to access for trainees)

Publication rates consistently 30-35% over the 3 years post-qualification
Strategies we use to maximise impact

**Dissemination via multiple routes:**

- Trainees actively encouraged and supported to consider multiple routes to impact
- Presentations at internal and external conferences
- Encouraged to share their research via social media and to tailor materials to diverse audiences
- ‘Communicating via the media’ session (with Tanya Byron)
Impact through tailoring dissemination to the audience

Some examples from UCL DClinPsy theses

3 page research summary for Age UK by Johanna Goll
Natasha Mitter (2017)

BJ Psych Open (2018)

Blog post

Both tweeted via @Uclubresearch
The Era of Digital Interventions: Combating Intellectual Disability Stigma in Africa | By Deborah Odukoya and Winnie Chege, UCL

By ID Stigma UCL, on 21 July 2017

In September of 2016, over 1000 Kenyans and Nigerians took part in research studies that tested if a film based e-intervention could contribute to efforts to raise awareness and tackle intellectual disability stigma. Participants were recruited through social media and asked to watch a 6-minute film designed to increasing awareness of intellectual disability and its causes, and to challenge stigmatising beliefs commonly found in African countries. Using attitudinal questionnaires, data were collected at three time points: baseline, immediately post-intervention and at one month follow-up to measure the impact of the film on attitudes. The findings indicate that despite existing barriers to conducting digital interventions and research in African countries (e.g. poor internet connectivity and limited internet coverage), this method of delivery is an acceptable and achievable way to run anti-stigma initiatives and research. Attitudes in both countries were shown to be more favourable after the film intervention.
Intervention posted on Youtube

Intellectual Disability: Stepping Out from the Margins in Kenya

287 views
Disability stigma in developing countries

Brigitte Rohwerder
Institute of Development Studies
9 May 2018

Question

What are the core drivers behind stereotypes, prejudice (including pity/sympathy etc.), and harmful practices against persons with disabilities in developing countries and what promising strategies/pathways for addressing these drivers have been identified?

For example, an e-intervention in Kenya and Nigeria in 2016 involved showing over 1000 participants a 6-minute film designed to increase awareness of intellectual disability and its causes, and to challenge stigmatising beliefs commonly found in African countries (Odukoya & Chenge, 2017). The films used a combination of education and indirect contact to provide factual information about intellectual disability and provide first-hand accounts of the lives of people with intellectual disabilities (Odukoya & Chenge, 2017). Data was collected at three time points (baseline, immediately post-intervention and at one month follow-up) using attitudinal questionnaires (measuring cognition, affect, and behavioural intentions) to measure the impact of the film on attitudes (Odukoya & Chenge, 2017). Attitudes in both countries were found to be more favourable after the film intervention, while there were no changes amongst participants who had watched the control film (Odukoya & Chenge, 2017).
To the DClínPsy and Beyond

Seeking increase in number of Clinician Researchers

• Sessions for trainees with potential interest in fellowship post-DClínPsy
• Support for fellowship applications: NIHR, BRC, Wellcome
• Interest in GTiCP session by Cathy Creswell & Barney Dunn

@Clin_Psy_Res
Any questions?

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Please tweet about the Conference

#GTiCP2018