Town Hall

Placements with a Community Psychology focus: 3 programmes’ experiences

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COMMUNITY PSYCHOLOGY
COMPETENCIES IN CLINICAL TRAINING

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GTiCP
COMMUNITY PSYCHOLOGY PLACEMENT BLOCK

Six weeks in first term of initial year of training

Aims to offer theoretical understanding of links between social injustice and distress within a values framework for rest of training

Teaching

Placement in third sector services working alongside marginalised communities

Reflective Practice groups & diary

Individual Clinical supervision

Portfolio
TRIUMPHS AND CHALLENGES

Trainee Development:
Personal, professional and political – facing privilege
Critical eye
Reflexivity
Impact on course team

Challenges:
Maintaining this position through training
Not silencing other perspectives
Impact of austerity on partnerships
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Some examples
Some of the challenges we’re wrestling with

- Risk management
- Human Rights principles
- Business models
- Knowledge gaps
- Effort & Capacity
- Differing values / ideologies
- Administration
- Quality
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## Community Placements

### Type of Setting

<table>
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<th>NHS</th>
<th>Non- NHS</th>
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<td>Uni- or multi-disciplinary NHS teams</td>
<td>Charities, social enterprises, local authority, private sector</td>
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#### 1. Traditional
- e.g. providing individual and group therapy and indirect work

#### 3. Traditional/ Innovative
- e.g. providing individual and group therapy and work to populations not currently served by NHS

#### 2. Innovative
- e.g. working with populations not traditionally served by NHS and/or developing new models of service delivery

#### 4. Innovative
- e.g. working with populations not traditionally served by mental health services, implementing models of service delivery not traditionally found in NHS, and/or developing new working practices.

Since our 2011 intake year:

- 28 trainees
- 21 different organisations
- 2 NHS
- 19 Non- NHS
What settings are appropriate?
• Evidence of worth, e.g. providing a service that the local NHS is unable to offer.
• The organisation clearly operates in line with NHS values.
• The organisation shows commitment to providing a safe and high quality learning environment.
• The organisation is not competing directly with the NHS.

Process/ Approval
– Placement values form
– Adapted placement description form
– Risk assessment
– Agreement about placement monitoring and evaluation
– Trainee application form

UK and International Community Placements
• e.g. Contributing to service development projects within a LA Public Health team.
• Reflection sessions with staff at Barnardos
• Sharing Stories (Uganda)
• Umoza Trust (Malawi)
• Care for Children (Thailand)
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Community Placements
Plymouth:

Developed and Inspired by Annie Mitchell and her passion for Community Psychology! Plus past and present trainees, especially Lealah Hewitt, with a case example by Catherine Coe and presented by Rebecca Holtom

History and Structure

- Developed by Annie out of a national commission event on Inter-Professional learning in 2013/4. CP enable trainees to do an additional /optional placement that runs across the three years, outside of their traditional placements, enabling trainees to work in the third sector/voluntary, social care or Public Health
- Year 1 – develop the relationship, scope out what’s needed, Year 2 – planning or commencing Year 3 – 1 day a month or a block month placement at the beginning or end of third year

Benefits:

- Opportunity for trainees to step outside their comfort zone, step into the gaps, work with populations they might not get the chance to and make a difference!
- Prepares trainees better to work in the new world of portfolio working and the changing landscape of health and social care and gets them hooked on Community Psychology!
- Develops leadership, consultation and collaboration/co-production, widens diversity and local links for teaching and research as well as having the potential for job creation!

Support Governance and Supervision

- Range of oversight possibilities: In house plus supervisors from other placements, local services or course team, workplace agreements and feedback systems in place.
- Paperwork mirrors the competencies on trainee’s substantive placements
- Placements allow trainees to focus more on the skills, gaps and interests which they have had less chance to do on other placements.

Feedback

- ‘Trainees bring freshness, energy and direction to projects which is vital to drive forward community psychology ventures’ Project supervisor
- ‘Personal growth and confidence clinically have been biggest changes’ Trainee
- Builds strong relationships with other disciplines, leads to trainees wanting more training and experience in policy and social justice, links them with Psychologists for Social Change and encourages them to become community activists!
**Case Example:**

Dance Project for women who have experienced trauma. Catherine Coe

**Papers in the Forum:**


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