

Outside The Box

Alumni Magazine
Summer 2022



Anna Freud
National Centre for
Children and Families

Editorial

I joined the Anna Freud Centre (AFC) last July as Science Communication and Media Writer and as a relative newcomer, I am constantly amazed by the incredible work undertaken by the charity and delighted to be a part of it.

In this issue of Outside the Box, we reflect on how the AFC has evolved since its inception 70 years ago (page 5) and as one of our valued alumni, we invite you to celebrate this major milestone with us on Tuesday 5 July 2022 at our London office.

In recognition of the need to adapt and improve, our academic lead for Equity, Diversity and Inclusion (EDI), Professor Lasana Harris describes the work we are doing to improve EDI at the Centre on page 8. In the same vein, Dr Dominika Dykiert provides an update on planned changes to the statistics provision on our postgraduate courses to help introduce students to newer, cutting-edge statistical packages.

We gain insights into the career journeys of two workforce alumnae, Kimberley and Paige, on page 10 and celebrate other alumni achievements on page 6.

If you need to brush up on your skills or would like to develop new ones, turn to page 18 where we have a range of free courses and webinars that may be of interest. You can catch up on the latest research from the Centre on page 15. We hope you enjoy reading this issue and [welcome your feedback and any suggestions](#) you may have for future issues. We intend to publish two issues a year; look out for the next one in winter.

Enjoy the summer and keep connected!
Neelam
Alumni Magazine Editor



Neelam Dongha

Inside

- 3 Welcome**
- 4 70 years of improving children's lives**
- 6 Alumni achievements**
- 8 AFC news**
- 10 Alumni stories: Child Wellbeing Practitioners**
- 15 Research round-up**
- 18 Training, events and offers**

Welcome

I am delighted to be able to share with you the most recent edition of our Anna Freud alumni magazine 'Outside the Box'. After almost three – at the very least – extraordinary years of living and learning in a global pandemic, we emerge with a vision of what our new normal could look like in the future.

Here in Postgraduate Studies (PGS) we have grappled with the question of how digital teaching impacts on student learning and how we can become a truly global institution that honours equity, diversity and inclusion (EDI) in everything we do, from student recruitment to our teaching practices.

If there is one thing that has become increasingly clear during the pandemic, it is the importance of community and the effects of isolation on people's lives. It is thus with great pleasure that we invite you, as our alumni, to the Centre's 70th anniversary this year on the afternoon of Tuesday 5 July 2022 in Rodney Street. It is an opportunity to celebrate our community and all those of you who have worked at the frontline during the pandemic in clinical services and other settings. Our anniversary event is not only a chance for you to reconnect with your peers, but also to make new connections.

In our survey in the last issue, your responses revealed that you would like more networking opportunities; now that we are emerging from the pandemic, we will be looking to host such events. As part of our diverse, global, and valued alumni community, your opinions are really important to us. Please do [keep in touch and tell us what we can do](#) to support you in your career journeys.

Vanessa
Anna Freud Centre Alumni Coordinator



In addition to her role as Alumni Coordinator, Dr Vanessa Puetz is Deputy Director of the UCL-Yale MRes in Developmental Neuroscience and Psychopathology (DNP), Senior Course Tutor in Postgraduate Studies and a UCL Associate Professor. Vanessa's contribution to education has been recognised through a number of teaching award nominations, as well as being honoured with the UCL Provost's Education Award 2019 and the UCL Education Award 2019. Vanessa was awarded these for her extraordinary commitment to students, who rated her amongst the best lecturers in the UCL Faculty of Brain Sciences.

70 years of improving children's lives

These are exciting times here at the Anna Freud Centre (AFC) as we celebrate 70 years of being in existence. It's time to clink glasses and celebrate all that the charity has achieved since its inception. The AFC is training the future workforce in the field of children's mental health and as a former student of the Centre, you too are very much part of this celebration!

The Centre has come a long way from when Anna Freud came to London as a refugee and set up a nursery for children displaced and affected by the war. Anna Freud once said: "How wonderful it is that nobody needs to wait even a single moment before starting to improve the world." Her passion and drive to make a difference to the lives of others is clear. This ethos underpins the essence of the AFC and it has grown and evolved over the years. The Centre is now an internationally recognised world leader in both research and practice in the fields of child development, psychopathology and intervention.

One of the key characteristics and perhaps one of the greatest strengths of the organisation is that it is in a perpetual state of flux – responding and adapting to the changing environment around it. The pandemic is a perfect example of how the AFC has had to respond and adapt to a different world and it has led to new ways of teaching and working. As an alum of the AFC, you may not have seen the new office in Kings Cross yet. Whilst the new modern building is a far cry from the traditional old office building in leafy Hampstead, it was a necessary and positive move to house the growing staff



Photo of Anna Freud

“ How wonderful it is that nobody needs to wait even a single moment before starting to improve the world. ”

Anna Freud

numbers. Ironically, just as we moved into the new offices, covid reared its ugly head and meant the shiny new offices were temporarily abandoned until recently. The Centre was quick to move to online teaching during the first lockdown and now provides hybrid teaching – a mixture of face-to-face and online teaching. Similarly, staff moved to working from home and then hybrid working.

The centre is constantly analysing what it does and striving to improve which is why the topic of Equity Diversity and Inclusion is at the forefront of the agenda. Having recognised there are gaps in terms of accessibility, the Centre is working hard to address these issues.

The AFC has been hosting a range of University College London (UCL) postgraduate programmes from Postgraduate Certificate to Doctoral level for almost 30 years, attracting

students from the UK and abroad who wish to advance their research and clinical skills.

The first course that UCL and the AFC collaborated on was the MSc in Psychoanalytic Developmental Psychology (since revised and renamed MSc in Early Child Development and Clinical Applications). This was in 1993 and there were just eight students. Fast forward to the current year and there are 361 students enrolled on 11 courses. We estimate that some

1,400 students have graduated from the AFC!

To celebrate the AFC's 70th anniversary and all that the Centre has achieved, we would like to invite you to join us on the afternoon of Tuesday 5 July 2022 at our office on Rodney Street. If you would like to attend, please email alumni@annafreud.org providing your details and we will ensure you are added to the registration list for the event.

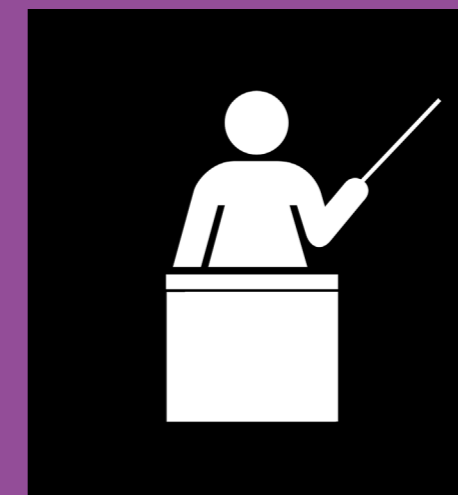


Growing a global workforce



Number of Students

1993 - 8
2022 - 361



Number of Courses

1993 - 1
2022 - 11



Over 1,400 students have graduated from the AFC

Alumni Achievements



Photo of DPCP 2020 cohort at their graduation ceremony with staff members. From left to right: Molly Sharp, Angelina Jong, Harriet Housby, Tanya Tan Li Wen, Nadia Pantouw, Dominika Dykiert, Debbie Stuart, Lisa Thackeray, Krish Mehta, Astra Hazlitt, Justina Lee, Emma Reames.

In this section we celebrate your successes! If you have an achievement that you would like to share with your fellow alumni, or if you are an AFC staff member with some positive news about your students – past or present – please do let us know by emailing alumni@annafreud.org.

Antonella is awarded her doctorate



Antonella Cirasola, a former graduate from the MSc in Psychoanalytic Developmental Psychology and a Research Officer in the ChAPTRe unit, had reason to celebrate as she was awarded her PhD. Antonella's dissertation was on the topic of 'The role of therapeutic alliance and its ruptures and resolutions in the treatment of adolescent depression' and was supervised by Nick Midgley, Peter Martin and Peter Fonagy.

Sections of her dissertation have already been published (see Research Round-up section on page 15). Antonella has also been successful in applying for a grant from the International Psychoanalytical Association (IPA) to continue her work as a post-doc. A fantastic achievement Antonella!

Catch-up graduations

One of the many losses during the pandemic has been the opportunity to mark and celebrate important occasions and achievements together, including graduation ceremonies. UCL, like many universities across the country has recently been offering 'catch up' ceremonies for those students who missed out when graduating in 2020 or 2021. The photo shows the 2020 cohort for the MSc in Developmental Psychology and Clinical Practice (DPCP) with staff members celebrating their success at their graduation ceremony. Congratulations to all the AFC students who have graduated during the recent turbulent times.

Alumni projects awarded Beacon Bursary funding

Two projects in Clinical, Educational & Health Psychology – both by alumnae from the Centre's DPCP MSc programme – have been awarded

funding from UCL's Engagement Beacon Bursary scheme. Dr Dominic Galliano, Head of Public Engagement at UCL commended Rosa and Eva's achievements, saying: "This year in particular we had a bumper number of applications of high quality [for the UCL Engagement's Beacon Bursary scheme], so it is an incredible feat!" The projects are:

Understanding and facilitating mental health self-management amongst LGBTQI+ young people in the community



Rosa Town, Postgraduate Research Student

This co-produced event and resulting video will be an opportunity to exchange knowledge with LGBTQI+ young people in the UK about the mental health self-management strategies they and others have found useful, drawing on the findings of Rosa's PhD so far.

During the event, the AFC's LGBTQI+ mental health booklet and 'On My Mind' self-care resources will be shared to support participants. A discussion will be facilitated regarding participants' experiences of using self-management resources and strategies. Finally, a short video will be co-designed with a subset of participants to share LGBTQI+ mental health self-management experiences and strategies more broadly. Rosa said: "I'm grateful for the opportunity to work with the LGBTQI+ community on this project. This event will facilitate important dissemination and discussion of mental health self-management

strategies."

Trust in Pictures: Co-creating a children's book as a site for research engagement with care-experienced children, young people, and foster carer



Eva Sprecher, Postgraduate Research Student and Research Fellow

Most research concerning children, young people and their caregivers is designed, conducted, and disseminated in ways that are inaccessible for these groups to meaningfully engage with and bring into their lived caregiving relationships.

This project will bring together researchers with interest in trust (specifically 'epistemic trust') in relationships with the experience of foster carers and care-experienced young people to create an illustrated children's book.

This project will help stimulate discussions about trust in foster care relationships and ultimately create a resource that empowers children living in care, foster carers and social work professionals to engage with research about trust in foster care. Eva said: "I'm really looking forward to working on this project and I know the foster carer and care-experienced young people I'm working with are delighted this work has been funded."

AFC News

Staff changes

The Postgraduate Studies Division (PGS) has undergone some staff changes recently. Professor Eamon McCrory is on sabbatical and in his absence, Claire Evans is Acting Director for the Education and Training Division. We have also welcomed Dr Rachel Hiller (pictured) who has joined the team as Head of Postgraduate Studies, coming from Bath University.



Equity, Diversity and Inclusion

Professor Harris joined the AFC exactly a year ago as Equity, Diversity and Inclusion (EDI) Academic Lead for Postgraduate Studies. He tells us a bit about himself and his plans for EDI at the AFC.

As a social neuroscientist, I use the tools of neuroscience to study social behaviour. My research focuses on social cognition—how people think about other minds—and includes topics like person perception, dehumanisation, anthropomorphism, morality, legal, social, and economic decision-making, and emotion. At UCL, I was the Academic Lead for the Awarding Gap Project and the Race Equity Lead in the Faculty of Brain Sciences (FBS). I am now the Vice Dean for Global Engagement (International). Before coming to UCL, I held positions at Leiden University in the Netherlands, Duke University, and New York University in the United States (US). I completed my education at Howard University (BSc) and Princeton University (MSc and Ph.D.) in the US. I was born and raised on the twin Caribbean Republic of Trinidad and Tobago.

I joined the AFC exactly one year ago. My plan is to support the AFC on its journey to becoming an anti-racist, inclusive, and diverse organisation. My job at the AFC requires me to provide consulting services across the broad EDI spectrum. As such, I work with programmes, senior leadership, and students to develop policies, strategies and interventions that move us further along that journey.

To continue making progress, we need to first sustain the energy behind this mission at the AFC. I was stunned by the level of support and enthusiasm for this mission, and hope that such energy does not wane as other issues occupy the public discourse. Thus far, the role has allowed me to learn a lot about the centre and its people. It has been a pleasure to work with such dedicated staff and students, and I look forward to continuing to do so.

What is the ultimate aim? A utopian AFC is one where: everyone feels welcomed, supported, and encouraged; the staff and students reflect the diversity in the UK population; and the policies promote engagement with all parts of our community. We have a long way to go before we get there, but I am confident we can continue to make progress.



Professor Lasana T. Harris is a social neuroscientist at UCL in the Department of Experimental Psychology and the EDI Lead for the Postgraduate Training and Workforce Programmes division at the AFC.

Changes to postgraduate statistics teaching

Dr Dominika Dykiert provides an update on planned adaptations being made to research methods and statistics teaching on the Masters programmes at the AFC.

Dr Dominika Dykiert is Deputy Programme Director for MSc in Developmental Psychology and Clinical Practice and Module Lead for Research Methods across the three masters programmes at AFC. Together with Vanessa Puetz, Dominika will lead on the implementation of the new statistics teaching at the AFC.



In the age of big data, researchers are presented with new challenges. Datasets are becoming larger, more varied and more complex than before; they increasingly require an ability to programme to enable the researchers to perform complex analyses. Moreover, in response to the reproducibility crisis – the inability to reproduce findings of scientific studies, which seriously undermines the body of evidence that is used for theory building and knowledge generation – there is a growing need for open and reproducible research. This includes:

- Planning and registering study protocols prior to undertaking research,
- Open sharing of statistical scripts among the research community, and
- Advocating the use of widely available, open-access software.

Much of the statistics falls short in providing the skills necessary for performing quality research in the current climate. Essentially, research methods have moved on and the research teaching has some catching up to do!

At the AFC, our students come from a great variety of backgrounds, bringing with them different levels of experience, confidence and ability in performing statistical analyses.

The students also have different needs and aspirations. The current 'one-size-fits-all' approach, takes the students from a basic Introduction to Research Methods in Term 1 through Statistics and SPSS in Term 2 and Multivariate Data Analysis for Research (optional for most) in Term 3. Whilst this approach helps to bring everyone onto the same page, it is not optimal. It can be overly demanding for students without much prior research experience, whilst at the same time students with more research experience can feel they are not challenged enough.

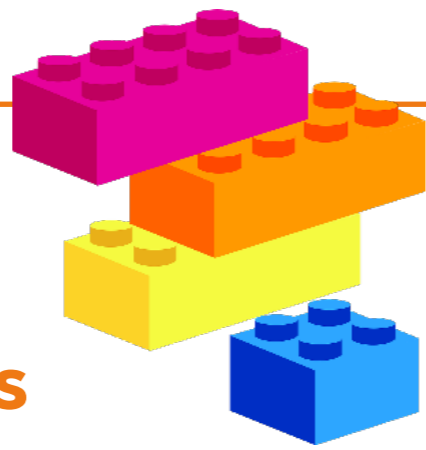
In recognition of these challenges, a team from Psychology and Language Sciences (PALS) at UCL has been developing new statistics teaching methods which would better equip students with skills to perform cutting-edge, open and reproducible research.

The new approach also promises to offer a degree of flexibility to tailor the level of teaching to the past experience and future aspirations of individual students. Three new statistics modules have been developed and are currently being refined. Statistics will be taught at three levels: fundamental, intermediate and advanced. All three modules will be delivered in parallel and the students will be able to select – within the limits set by their respective programmes – the level that most suits their current knowledge and abilities as well as reflecting the requirements of their chosen discipline or programme.

Another major shift in statistics teaching will be a move away from proprietary software such as SPSS, to open-source software. The intermediate and advanced levels will use R and learn programming alongside statistics, while the basic module will adopt an alternative to SPSS (still a point-and-click software, requiring no coding).

We are currently seeking UCL approval to first pilot this on the MRes Developmental Neuroscience and Psychopathology programme. All being well, the change will take place in the academic year 2023/24.

Alumni stories: Child Wellbeing Practitioners



In this article, we talk to Kimberley Saddler and Paige Clark – who have both completed their first year as practice tutors (PTs) on the Postgraduate Certificate in Child and Young Persons Psychological Wellbeing Practice course at the Anna Freud National Centre for Children and Families (AFC). The programme leads to the development of Child Wellbeing Practitioners (CWP). What makes their stories particularly interesting, is that they began their journeys as students on the course. Having been on both sides of the lectern, we asked them for their insights into students becoming the teacher. Perhaps their lived experiences make them more attuned with what students need and gain from the course. Let's find out from Kimberley and Paige...

What does the CWP course entail?

This programme is funded by Health Education England (HEE). It is a one-year course with students doing a combination of university-led learning alongside practical work based within a real employment setting. By the third term, students are putting their skills into practice in service full-time.

Graduates from the course qualify as Children and Young People's Wellbeing Practitioners (CWPs) and work in a variety of different settings including CAMHS, Local Authority and Voluntary Sector organisations. The work of CWPs is very varied as each service will be tailored to local need and provision but can include assessments, face-to-face sessions, telephone work, workshops, groups and service user involvement activities.

It is specialist training on evidence-based treatment techniques for brief interventions for children and young people with mild to moderate mental health difficulties such as anxiety, low mood in adolescents and common behavioural difficulties.

Vicki Curry, a Clinical Psychologist and the CWP Programme Director cites that a key benefit of the course is that by creating closer links with the community, it provides more accessible and quicker access to help.

She says: **"Having worked in CAMHS for a very long time, I think it [the CWP course] is responding to a real need that we haven't been able to meet for quite a few years. It is helping us to pick up children early and do preventative work and hopefully resolve their difficulties in a way that doesn't impact their lives as much, which is really positive."**



As students on the CWP course...

1. When did you do the CWP course and what attracted you to it?

Kimberley: I was part of the first cohort to do the course in 2017-18! I was attracted by the opportunity that the CWP course provided to work therapeutically with children and young people.

Paige: I undertook my training in 2019-20 (with King's College London). When I applied for the course, I had been working as a learning support assistant for 18 months after graduating. I had left university feeling a bit 'stuck' as I had always wanted to work within the field of children's mental health and had thought my next step would be a clinical doctorate. However, I didn't feel quite ready for it. I got the job working in a school to give me some experience of working with children and through that I noticed there was a need for services supporting children early to prevent mental ill health developing. It sounds really cheesy, but it really felt like the stars aligned when I discovered the CWP course. Its emphasis on early intervention and improving access just got me so excited and enthusiastic and I have never looked back!

2. Please describe briefly what you had done academically and professionally prior to starting the course?

Kimberley: I graduated with a degree in Psychology in 2013 and then gained experience working with children, young people and families in different settings. During my degree, I did a great placement year at a school for children with behavioural, emotional and social difficulties (BESD) as a teaching assistant. This really fuelled my passion for working with children with mental health needs. Post-degree, I went on to work with young people with learning disabilities in adult social care and then I worked as a family support worker.

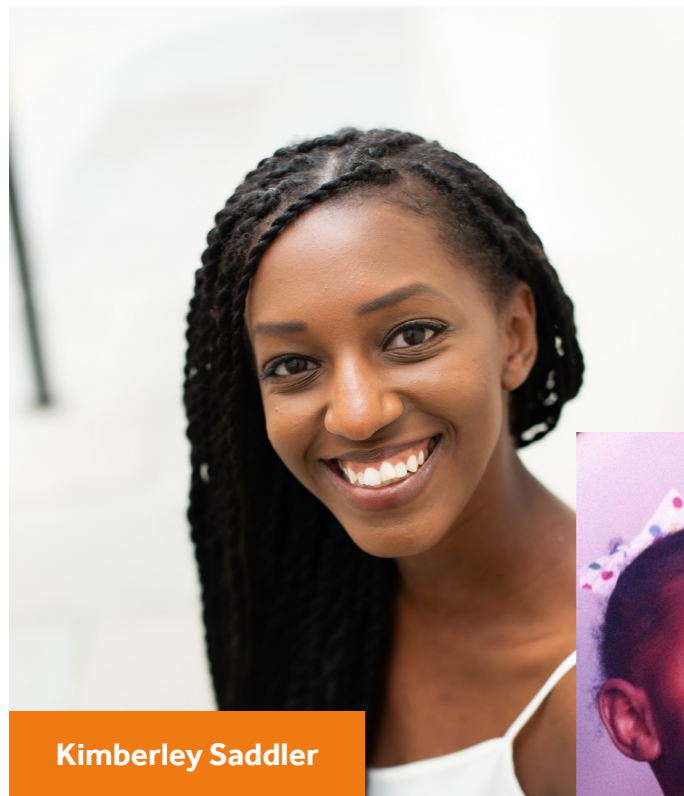
Paige: I completed a BSc in Psychology, Clinical Psychology and Mental Health at the Royal Holloway University of London in 2017. As a student, I had done some voluntary work and after graduating, I got a full-time position at a local secondary school as a Learning Support Assistant within the Special Educational Needs and Pastoral Support department. In this role, I set up a social skills groups for year 7 and 8 pupils who were struggling with the transition to secondary school and offered wellbeing check-ins to some of the older students who were finding aspects of school life difficult (friendships, work, exams).



3. What did you enjoy most on the course? In your opinion, what were the most valuable things you learnt and key skills you gained from the course?

Kimberley: I really enjoyed the teaching content as it was of a high standard, in particular learning about the different interventions that we would be using. My favourite part of the teaching week were Fridays, where we had the opportunity to be in small skills practice groups. I found them to be very nurturing and was able to build relationships with other students who weren't necessarily based in my service.

Paige: I have always loved learning so lectures and clinical skills days were really enjoyable for me. Meeting new people who are now some of my closest friends was also great. The most valuable thing that I learnt which I think has helped me personally and professionally, is that no matter how hard we try we cannot always help everyone, but it doesn't mean that you haven't done your best. I also learnt a lot about myself and my values whilst doing the course and it really has shaped me into the practitioner and person I am today.



Kimberley Saddler

4. What aspects and areas did you find more challenging?

Kimberley: The travel time to lectures during the week was probably most challenging! I had to travel for over an hour to the IoPPN two or three times a week for plenary teaching.

Paige: At times I found it challenging to keep up with the dual demands of the course: as a trainee CWP alongside the academic requirements. This was especially the case towards the end as I was starting to feel really involved in my clinical work, so coming away from that to keep up with essays and submissions was sometimes a challenge.

5. What advice would you give to someone considering starting on the course?

Kimberley: Organisation is key! You will be on placement in your service as well as completing academic work so being able to organise and prioritise your workload will be really helpful to you.

Paige: Be kind to yourself when things feel difficult; the course is quite fast-paced and you will miss it when it is done, so take in as much as you can and try to enjoy it too!

As Practice Tutors (PTs) on the CWP course...

6. What led to you becoming a PT on the CWP course?

Kimberley: After being a CWP for a few years in my service, the opportunity arose for me to apply to become a PT. This was the first time that those who did not necessarily have a recognised core profession (psychotherapist, psychologist and so on) but had been qualified as a CWP, could apply. My service has a lot of links with the AFC, so I was able to learn more about the role during my application process.

Paige: I worked as a qualified CWP for a year before becoming a PT.



The job was advertised within the CWP mailing list from the AFC. I had always aspired to do some joint clinical work with teaching. Having been working from home for eight months during the pandemic, I was starting to feel a little jaded, so the opportunity came at the right time. Being a PT has really helped me to reconnect with my values as a CWP, find the love for my job again and keep me up to scratch in my clinical work. It has been brilliant!

7. Please outline what your role involves each Friday?

Both Kimberly and Paige work one day a week (every Friday) as PTs

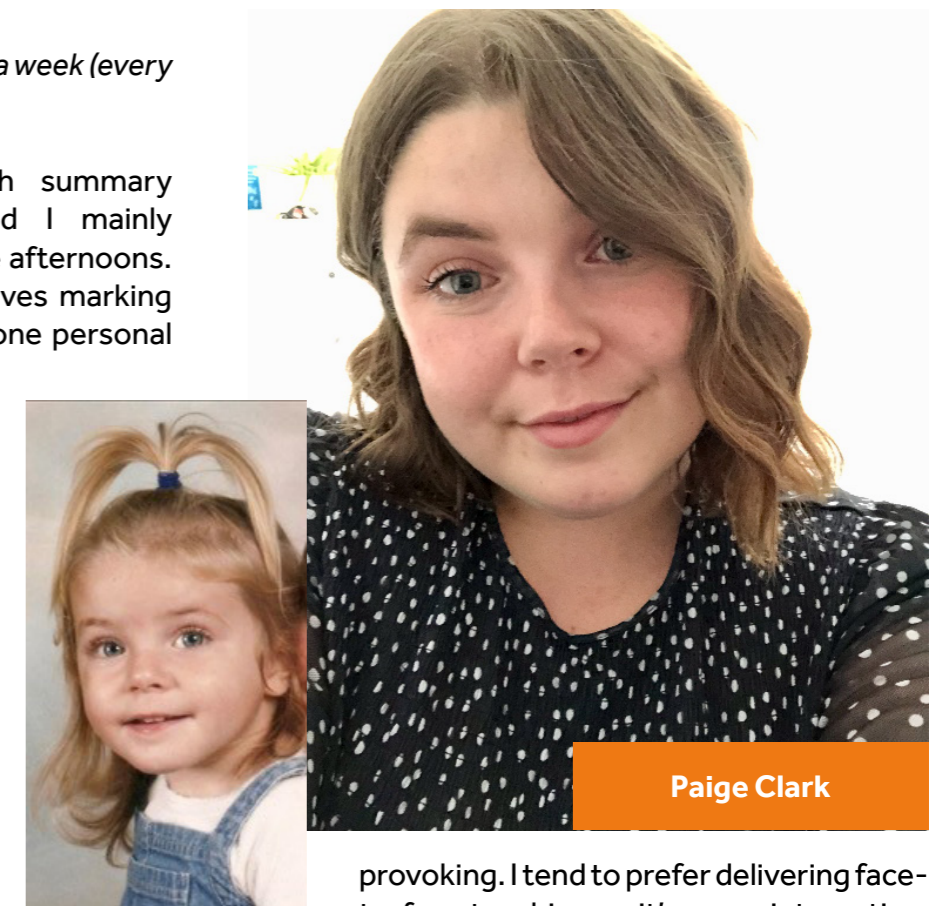
Kimberley: I teach and co-teach summary lectures on Friday mornings and I mainly facilitate skills practice groups in the afternoons. Another major part of my role involves marking assignments and providing one-to-one personal tutoring to students. I also provide support to the team and the course in terms of course development with a particular focus on enhancing its cultural responsiveness. Additionally, I help students develop their own cultural competencies when it comes to practising their therapy skills.

Paige: When there are clinical skills days timetabled, the morning is spent doing whole group teaching. This will usually entail revisiting what the trainees have learnt during that week's lectures and applying some clinical skills practice. In the afternoons, I will facilitate a small practice tutor group of 6-8 trainees. We might watch videos of their clinical work and share feedback, go through any problems or queries around the course and continue implementing some clinical skills practice. When there are no clinical skills or practice tutor groups timetabled, we're usually marking and preparing for upcoming teaching sessions and skills groups or meeting together as a course team to discuss feedback from trainees and make changes to the course content.

The past year it has all been remote working but this year we are doing a 'hybrid' model where half the time we are in the centre doing face-to-face teaching with trainees and the other half is online.

8. How have you managed during the pandemic? How did you find adjusting to hybrid working / blended teaching?

Kimberley: Adjusting to this pandemic has been difficult! The constant changes can be anxiety-



Paige Clark

provoking. I tend to prefer delivering face-to-face teaching as it's more interactive, however, I have seen the benefits of blended learning. Delivering teaching online has allowed me to be more creative in ways and offers more flexibility (for example, no need to source room availability!).

Paige: As a PT it wasn't too hard as I started the role remotely, so I didn't know any different! The course moves really quickly so it was hard not being around my team members to ask questions when settling into the role as a PT, but we had so many regular meetings on Microsoft Teams that helped.

9. Are you glad you took the PT route? If so, please explain why?

Kimberley: Absolutely, without a doubt! Before I took the PT route, I had the opportunity to deliver teaching to the CWP course as well as CAMH services, mainly about culture and mental health. I then realised how much I enjoy teaching and supporting students. Being a PT has given me the opportunity to do this and I have learnt so much from the trainees themselves, which has helped me in my own practice as a CWP!

Paige: Yes! I absolutely love it. It gives me variety in my work as a CWP. It's not something I saw myself doing at this point in my career, but I wouldn't look back. I have learnt so many new skills – marking university assignments, facilitating large group teaching and smaller group discussions – and so much more. I have also grown professionally and personally, and it has helped me massively in my clinical role as a CWP as I keep abreast of developments in the workforce.

10. What do you enjoy most? What are the main challenges?

Kimberley: I enjoy teaching and building relationships with the trainees the most. One of the challenges has been around marking assignments as it's my first time, so providing a fair grade and feedback has been very difficult.

Paige: What I enjoy most is seeing trainees build in confidence and become brilliant practitioners. I learnt so much from the trainees in my practice tutor group last year and it was a wonderful experience to be a part of their journey as a CWP. My main challenge would probably be marking assignments and having a quick turnaround time to get it all done.

11. How do you anticipate your role developing and what are your longer-term aspirations?

Kimberley: In my first year as a PT, I co-facilitated the skills practice group for and this year, I am keen to facilitate my own skills practice group.

In the long-term, I hope to be able to do more plenary teaching and have more involvement in developing the course curriculum.

Paige: This year I would like to get involved with some research that the course team are planning to do. I am looking forward to brushing up on my research skills and being involved with developing the course and CWP workforce further. I would like to become a tutor on the course eventually and build on the skills I have developed. I have such a passion for the CWP workforce, and I can't see myself moving on from it anytime soon.

12. Anything else that you might want to add?

Kimberley: I would really promote this role to current and previous CWPs, it is fantastic experience!!

Paige: Being a CWP is a huge privilege and the opportunity for growth professionally and personally is incredible. I really encourage anyone thinking about doing the CWP course to do it because it's a brilliant course and the training and skills you develop are invaluable for whatever your future aspirations within the field of child mental health may be. And if you are a qualified CWP and are interested in being a practice tutor – go for it! It's a brilliant role and the work is varied, insightful and fun!

If you are an alum from the CWP course and are at a crossroads in your career and wondering what direction to take next, maybe the PT route could be for you. Clearly, Kimberley and Paige are thriving in their roles and haven't looked back.



Research Round-Up

In this section, you can read some of the published research papers that our alumni have authored in the last six months. It is wonderful to see our students go on and develop their skills and become investigative experts in their respective fields. If you have authored a paper or are involved in some research that you would like us to share with our networks, we would love to hear from you so please do let us know! Email us at alumni@annafreud.org



[Developing digital approaches for adolescents and young adults with autism and learning disabilities: tools to facilitate access and shared decision-making](#)

Educational & Child Psychology, 2021

Karla Bates, Hannah Morgan, Emily Crosby, Keisha Nurse, Alison Flynn, Didi Stern, Roupen Baronian and Emma-Kate Kennedy

Digital living is now an integral part of many children and young people's (CYP) everyday experience. This paper reviews how digital approaches present new possibilities and are rapidly changing service delivery across CAMHS. It highlights the importance of involving service users in shared decision-making when developing digital practices must be held in mind as part of this change process.

['Trust me, we can sort this out': A theory-testing case study of the role of epistemic trust in fostering relationships](#)

Qualitative Research in Psychology, February 2022

Eva Sprecher, Elizabeth Li, Michelle Slead, Nick Midgley

This study explores the role of trust, particularly epistemic trust, in the context of the relationships between foster carers and the young people they care for. Epistemic trust is a new developmental theory that suggests that the interactions between caregivers and children promote children's capacity to engage in and learn from the social world. This piece of research uses a theory-testing case study approach that qualitative researchers might find interesting.

[No typical care story: How do care-experienced young people and foster carers understand fostering relationships?](#)

Adoption & Fostering, October 2021

Eva A Sprecher, Nick Midgley, Michelle Slead

This paper explores how care-experienced young people and foster carers understand fostering relationships using Interpretative Phenomenological Analysis. The results suggest that participants made sense of fostering relationships through comparisons with birth family ones; particularly in relation to the impact of care systems, continuing biological family relationships and foster care language. Secondly, previous experiences created barriers to forming



positive fostering relationships, but when these were overcome the experience could be life changing. This piece of research made use of participatory research methods and was designed, conducted and written up in collaboration with two peer researchers: one foster carer and one care-experienced young person.

[The therapeutic alliance in psychotherapy for adolescent depression: differences between treatment types and change over time](#)

Journal of Psychotherapy Integration, 2021

Antonella Cirasola, Nick Midgley, Peter Fonagy, Peter Martin

Although the alliance is usually considered a generic factor common to all therapies, in youth psychotherapy, little is known about this issue to date. This study investigates whether certain treatment types achieve stronger alliance than others and whether the alliance changes differently over time across treatments. Results showed that average alliance ratings differed between treatment types, being highest in cognitive-behavioural therapy, and lowest in short-term psychoanalytic psychotherapy with depressed adolescents. Alliance was fairly stable across time and there was little evidence of the existence of difference in alliance trajectories

across therapy types. Understanding the relationship between alliance and treatment type is important as it can shed more light onto what influences the development of the alliance, an important variable for the success of treatment.

[Trajectories of change in general psychopathology levels among depressed adolescents in short-term psychotherapies](#)

Psychotherapy Research, February 2022

Guilherme Fiorini, Rob Saunders, Peter Fonagy, The IMPACT Consortium, and Nick Midgley

This paper examines different patterns of change over time in general psychopathology (a general index of impairment) among adolescents diagnosed with major depressive disorder (MDD), who received one of three types of short-term talking therapies. The results indicate that these adolescents could be categorised into three types of change: limited response, slow response, and fast response. The findings also indicate that patients who started therapy with more severe mental impairments were more likely to have worse outcomes (as indicated by their trajectory membership).

[The alliance–outcome association in the treatment of adolescent depression](#)

Psychotherapy, 2021

Antonella Cirasola, Nick Midgley, Peter Fonagy, IMPACT Consortium and Peter Martin

This paper investigates whether the alliance early in treatment predicts therapeutic outcome even after controlling for patients' baseline severity and prior symptom change in youth psychotherapy. It also assesses whether the strength of the alliance–outcome association varies according to patients' baseline characteristics or across different types of treatments. The results demonstrated that a strong alliance early in treatment was associated with subsequent symptom reduction independently of adolescents' prior symptom change and baseline severity. This relationship was influenced by treatment type, but not by patients' baseline characteristics. Specifically, the alliance was more strongly associated with outcome in cognitive treatment compared to psychodynamic treatment, but not in a generic psychosocial intervention. This seems to suggest that the alliance is an important factor in driving symptom reduction in youth psychotherapy. Hence, therapists should pay careful attention to the quality of the alliance early in treatment, especially in cognitive therapy.

[How to do things with questions: the role of patients' questions in Short-Term Psychoanalytic Psychotherapy \(STPP\) with depressed adolescents](#)

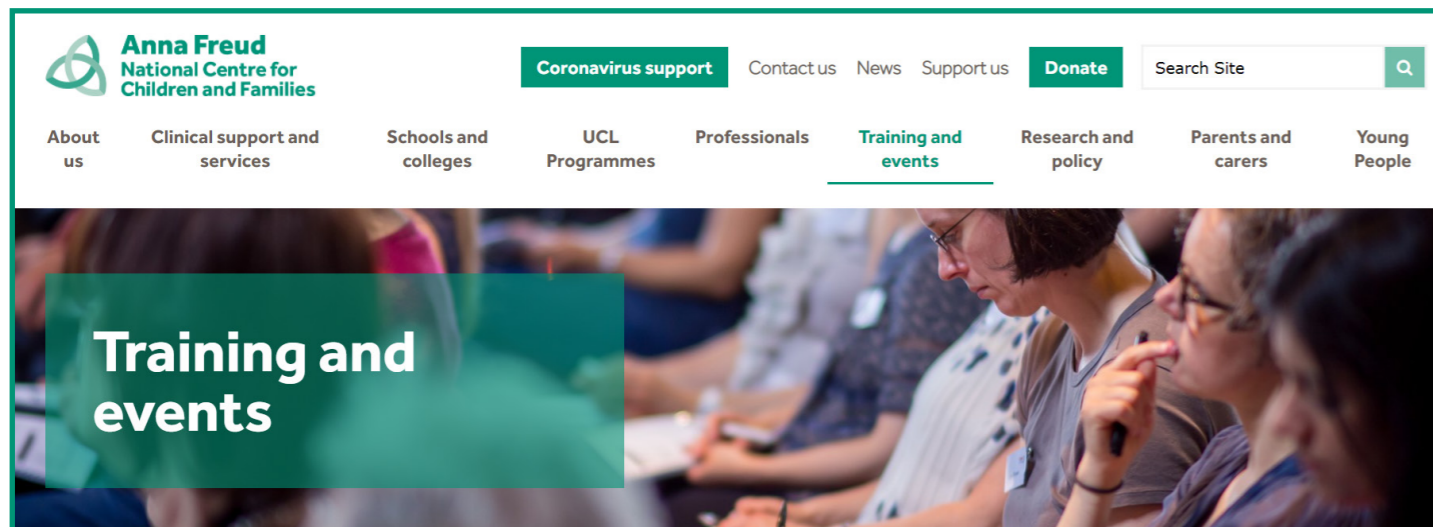
Journal of Child Psychotherapy, March 2022

Yael Yadlin, Elizabeth Edginton, Georgia Lepper and Nick Midgley

The role of patients' questions in psychoanalytic psychotherapy is a neglected topic in clinical and research literature. This qualitative study aims to bridge this gap by exploring the role of patients' questions in Short-Term Psychoanalytic Psychotherapy (STPP) with adolescents suffering from depression. This is a single case study, focusing on the interaction between the patient and therapist when questions were asked by the patient, using conversation analysis methodology. Data was taken from the IMPACT study and looked at three types of therapy. The findings identify some typical ways in which the therapist responded to the patient's questions. It also shows that 'surprising behaviours' that seem associated with heightened effect appeared when the patient asked a question, leading to an enlivening of the therapeutic interaction. The study examines the significance of these findings within the context of the therapeutic relationship and discusses the implication of these findings for technique.



Training, events and offers



In our previous issue, we did a survey to find out how AFC can support you - our alumni - in your careers. You may no longer be a student but we really want to stay connected and support you in your professional journeys. A common theme in your responses was a request for networking events and training courses. Now that we have finally emerged from the pandemic, we have some exciting plans in the pipeline and intend to host networking events and seminars that are of interest to you. If you have any particular topics or areas of interest that you would like to suggest, please let us know by emailing us at alumni@annafreud.org.

In this section we provide details of free courses and webinars that may be relevant in your field of work. To see the full range of training courses the AFC offers, visit our [training and events pages](#) on the website.

Your first networking opportunity is our 70th anniversary celebration on 5 July at our new office in Rodney Street, close to Kings Cross station. We would love you to join us mark this special milestone in the AFC journey and it would

be a great chance to catch up with old friends and make some new ones! At AFC we continue to offer training in a range of specialisms so head over to our training pages and see if there is anything of interest.

A chance to network

Your first opportunity to network is our 70th anniversary celebration on 5 July 2022 at our new office in Rodney Street, very close to Kings Cross station. We would love you to join us mark this special milestone in the AFC journey. Moreover, it would be a great chance to catch up with old friends and make some new ones!

Free FutureLearn course

It is widely known that half of all mental health conditions emerge before age fourteen, but there's a need for a greater understanding of young people's mental wellbeing. Recognising this gap, Dr Vanessa Puetz and three cohorts from the Centre's DNP programme, have co-created a free-to-access course 'childhood adversity: the impact of childhood maltreatment on mental health'.

The duration of the course is three weeks, with three hours of weekly study. Using evidence-based research, you will examine the different ways childhood trauma can influence an individual's psychological state, educational outcomes and social difficulties.

The course has received excellent feedback (4.8/5 star rating from 538 reviews) with one participant saying: "The course was so informative and insightful, I've really learnt so much, even about myself and I know what to look out for." It is proving very popular with nearly 27,000 people enrolled since its launch.

If you would like to enhance your knowledge of mental health in young people, find out more [here](#).

Childhood Adversity: The Impact of Childhood Maltreatment on Mental Health

★★★★★ 4.8 (538 reviews)

Explore the connection between childhood adversity and mental health, and enhance your knowledge of mental health in young people.



Alumnus becomes an author... ...get 20% off Hugh's CBT book!

Huge congratulations to Hugh Miller on the publication of his brilliant book 'The CWP and EMHP Handbook: CBT Essentials with Children and Young People'. Hugh is an alumnus from our Cognitive Behaviour Therapy for Children and Young People (CBTCYP) course and has been a Practice Tutor on the Children's Wellbeing Practitioner (CWP) and Educational Mental Health Practitioner (EMHP) courses.

As an Education Mental Health Practitioner (EMHP) or Children's Wellbeing Practitioner (CWP), you have to think on your feet, manage a caseload, deal with emotional distress and try and not get indigestion as you cram down a sandwich on your way to your next session.

This down-to-earth survival guide helps trainees and newly qualified practitioners cope with the stressful demands of these new and challenging roles.

Full of case examples and practical tools and strategies, this book will give you the confidence to assess, set goals, and deliver effective interventions for anxiety and depression. It also provides invaluable support on tricky topics such as disclosures of risk and safeguarding issues, working effectively with parents, dealing with resistance and conflict, caring for yourself, and signposting when a situation is outside the remit of your role.

The CWP and EMHP Handbook

CBT Essentials with Children and Young People



Hugh Miller

Foreword by Peter Fonagy OBE, CEO of the Anna Freud Centre

If there is a book brewing inside of you, look out for our interview with Hugh in a future alumni magazine where he tells us all about how to become a fully-fledged author!

Order your copy [here](#) and enter the code **MILL20** to get your 20% discount!

Free anti-racism resources for schools



Experiencing racism can have significant mental health consequences. Young people say they want to see racism tackled, openly and in a way which reassures the whole school community that every student is valued and has a voice.

The AFC has created free resources for schools to support staff to understand the mental health impact of racism on children and young people, and to feel more confident in addressing related concerns. The new resources will help staff to build a whole-school approach to anti-racism and include advice and guidance on representation in the curriculum, staff training, policy templates, case studies with suggestions for celebration activities which involve the whole school community, and suggested support for students and staff. Earlier in the year, the AFC released a new podcast series: 'Talking racism and mental health in schools', where

experts addressed a range of topics to support anti-racist work in schools.

The podcasts and resources have been developed in collaboration with the Honourable Stuart Lawrence and BLAM (Black Learning Achievement and Mental Health) UK, as well as being informed by school staff, parents, carers and young people.

[Listen to the podcasts and download the free resources](#)



Free thought-provoking webinar

Transformation Seminar: Dr Emma Lawrance - The Synergies of Transforming Society for a Safer Climate and Healthier Minds

Wednesday 13 July 2022
17.30-18.45

Creating the societies of a safer climate future and securing good mental health require many of the same transformations, meaning there are many possibilities for win-win outcomes. In this transformation seminar, Dr Lawrance will consider the interdependencies between climate change, climate action and mental health, and encourage

participants to use the power of imagination and active hope to work for a safer, healthier, fairer future.

The Transformation Seminars are a series of free online events where some of the most eminent names in mental health contemplate the future of children and young people's mental health.

[Book your place here](#)

Out of the Box

Alumni Magazine
Summer 2022

Front Cover Illustration by Bethan May, a London Based Creative and Illustrator, specialising in paper cuts and digital block prints.

Instagram: @bethanmaydesign