



STUDENT AND PROFESSIONAL TRAINING PLACEMENT OPPORTUNITIES

CENTRE FOR DEVELOPMENTAL AND
COMPLEX TRAUMA

2023 - 2024



CDCT@stah.org



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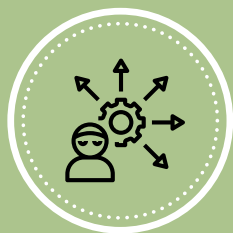
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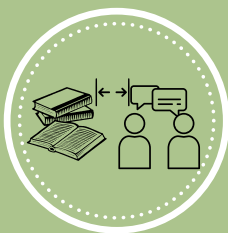
A VERY WARM WELCOME FROM US!

The Centre for Developmental and Complex Trauma (CDCT) was established in 2020, as part of St Andrew's Healthcare.

Our central goal is to improve outcomes for marginalised social groups who have experienced significant and prolonged exposure to trauma and adversity.



Improving
outcomes



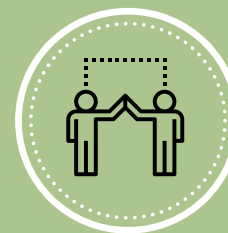
Reducing the gap
in research and practice



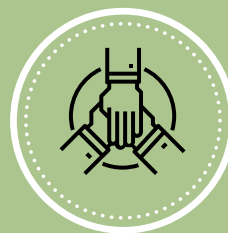
Influencing
policies



Intersectional
approach



Collaboration
&
Empowerment



Coproduction

Our goals

Our values

Our values

Our values integrate contemporary frameworks of working with trauma; combined with a high level of academic rigour to deliver research and CPD activities that drive data-driven personalised care.

Student, professional training and volunteer placements

Students and volunteers play a critical role in developing our research, service development and service evaluation activities.

Supporting early stage professionals is key to ensuring that our researchers and clinicians of tomorrow have the knowledge, skills and ethical frameworks to improve service user outcomes.

As a result of working with us, our student and volunteer partners have been supported to complete their placements to a high standard, with most publishing their work in peer reviewed journals or in international conferences.

We look forward to working with you in the future!



PLACEMENT OPPORTUNITIES



Undergraduate &
postgraduate placements



Specialist research



Clinical and
professional training



Volunteer

The CDCT hosts undergraduate and post graduate placements for clinical, professional training and research needs, including placements that combine different opportunities. All placements are conditional to an informal interview and a satisfactory DBS check.

Volunteer placements

We offer graduate volunteer placements to support early stage career professionals to extend their research and clinical skills.

Placements are typically for one day a week placements, typically run for 6 months.

Type of Placement	Speciality	Duration
Undergraduate psychology	Research, clinical or combined	6-12 months
Undergraduate Medical / nursing	Research	4 weeks
Postgraduate	Research, MREs	12 months
Postgraduate, MSc	Research, clinical or combined	18 weeks - 2 years PT
Professional Doctorate, psychology	Research, clinical or combined	6 months - 2 years PT
PhD	Research, in a clinical setting	3 years FT, up to 5 years PT

Placements offer a range of opportunities to develop applied skills working with trauma populations, with professional development opportunities being dependent on the experience of the individual and duration of the placement.

All volunteer placements are offered on an honorary contract basis, as a research assistant, within the CDCT and are able to access the CDCT 'research skills for clinicians' CPD programme.



MEET YOUR SUPERVISORS

Placements within the CDCT are overseen by its Director, Dr Deborah Morris, and Elanor Webb (TBC). Wider members of the team, including David Gibbs, our policy and practice advisor are also on hand for advice and support.

Dr Deborah Morris
Director of the CDCT &
Course Director for
MSc Psychological Trauma,
University of Buckingham



Hello! I am consultant clinical psychologist who has worked clinically with adults with complex needs, including trauma, personality disorder, neurodevelopmental and forensic needs in a variety of settings.

As an experienced supervisor I am registered with the BPS for both clinical and forensic specialities. I have over 10 years' experience of supervising postgraduate research, including MSc and doctoral level projects and clinical placements. I have also supervised registered psychologists for over 10 years.

I have over 80 journal, book chapters and conference publications covering a wide range of trauma focused topics including neurodiverse populations, developmental trauma, intersectionality and inclusion in trauma, adverse childhood experiences, complex trauma in marginalised populations and the physical health impacts of trauma. My research interests employ a wide range of research methodologies and analyses. I regularly reviews for peer-reviewed journals, and I have also undertaken guest editor roles for specialist editions focusing on the trauma needs of different populations.

Elanor Webb
Research Associate & Lecturer,
PhD Student



Since completing a Masters degree in Clinical Psychology Research, I have worked at St. Andrew's Healthcare in a research and teaching capacity. Whilst in the earlier stages of my career, I have experience in designing and developing research utilising various quantitative and qualitative methodologies, and am proficient in a range of basic and advanced statistical analyses.

I also have experience in publishing in peer-reviewed journals and presenting at UK and international conferences, as well as supervising students in completing systematic reviews, meta-analyses, and empirical research. Alongside this role, I am a PhD student at the University of Central Lancashire, completing a programme of research focusing on moral injury in secure mental healthcare workers.

David Gibbs
Policy and Practice Advisor



I am a trainer and consultant who is passionate about matters of race and mental health. I am an expert by experience working with the University of Birmingham and as a Lay Manager for Birmingham and Solihull Mental Health Trust. I also serve on the Board of the Group of Trainers in Clinical Psychology - Involvement Group. I recently completed my Master's Degree in Theology and Transformative Practice.

I am heavily involved in work with my church. I have presented at their conferences and written for in-house publications. I have contributed to various blogs including NSUN, Liberation Psychology and published in Clinical Psychological Forum and other journals. I am keenly interested in the relationship between Spirituality and mental health. As a former foster carer, I am currently working on a course about Foster Care & Mental Health for Birmingham Carers.



THE BENEFITS OF PLACEMENTS WITH US

Placements with the CDCT offer a number of benefits that provide students with opportunities to develop their clinical and research skills in a supportive learning environment.

Working Environment

The CDCT is situated in a dedicated Academic Centre, on the site of a mental health inpatient service. The Academic Centre offers computer facilities, a small library and a series of seminar and lecture rooms. Students can access laptop computers that have specialist programmes such as SPSS and R-Studio.

Continued Professional Development

Students can access our 'research skills' CDP programme and discounted places are offered for our International conference trauma programmes.

Access to research projects and clinical populations

We can support students to develop dissertation projects from our research project portfolio. The range of clinical services offered by St Andrew's Healthcare in Northampton also support a wide range of research and clinical placement opportunities



Regular supervision



Strong publishing record



Preparing for the workplace



Dedicated Academic Centre facilities



Access to our CPD and conference programme

Support

We recognise that access to supervisors is important. All supervisors work from the CDCT offices, in the same corridor as students. Undergraduate and MSc students are offered weekly supervision and doctoral students are offered a minimum of monthly supervision for research placements and weekly supervision for clinical placements.

Academic Rigour

Due to the high level of rigour and clinical focus of our research, the majority of our students publish with us in peer-reviewed journals.

Preparing for the workplace

We also support students and volunteers with postgraduate role applications including reviewing application forms and interview preparation.



RESEARCH PORTFOLIO

Our research programme

The CDCT has an evolving research and service development programme that aims to improve understanding of the differential experiences, needs and outcomes of marginalised populations. Our programme spans six workstreams:

Applying an intersectional lens

An intersectional lens is adopted across our projects to ensure that our understanding of individual needs reflect the experiences of all individuals in a given population. Research is approached through this lens across the various stages of the research cycle, from idea generation and research design, to write-up and dissemination.

1

TRAUMA IN NEURODIVERSE POPULATIONS

Exploring the early experiences of people with developmental disorders and their impact on care and health needs

3

COMPLEX TRAUMA AND COMORBID NEEDS

Optimising treatment approaches and sequencing for people with EUPD and complex trauma symptomology

5

OCCUPATIONAL TRAUMA

Quantifying the psychological and physiological needs of healthcare staff and understanding the utility of theoretical models of distress

2

GENDERED APPROACHES TO TRAUMA

Understanding the experiences and meeting the differential needs of gendered groups

4

PHYSICAL HEALTH NEEDS IN TRAUMA POPULATIONS

Understanding the impact of trauma on physical health and reducing barriers to preventative health behaviours

6

MORAL INJURY

Understanding the prevalence, sources and risk factors for moral injury in frontline and leadership healthcare workers



STUDENT AND VOLUNTEER TESTIMONIALS

Whilst on placement with the CDCT, past students have attained a range of career-enhancing opportunities and achievements. These have included:

- Presenting dissertation research at UK and international conferences, such as the Annual International Association of Forensic Mental Health Services conference.
- Contributing to the write-up of research for publication in peer-reviewed journals.
- Winning BPS-accredited awards for 'best conference poster', as well as an Emerald Literati 'outstanding journal paper' awards.

Many of our students and volunteers have continued working with us, in honorary research assistant positions, after they have secured paid roles within the field of psychology.

"Working here has provided opportunities to apply and broaden my research and interpersonal skills, which I'm confident will be key for my future career in psychology"

- Petch, MRes student

"The CDCT have offered such incredible development opportunities and chances to apply new skills. They have been very patient, and I have learnt so much in my time volunteering. I would encourage anyone to volunteer and be a part of a wonderful team"

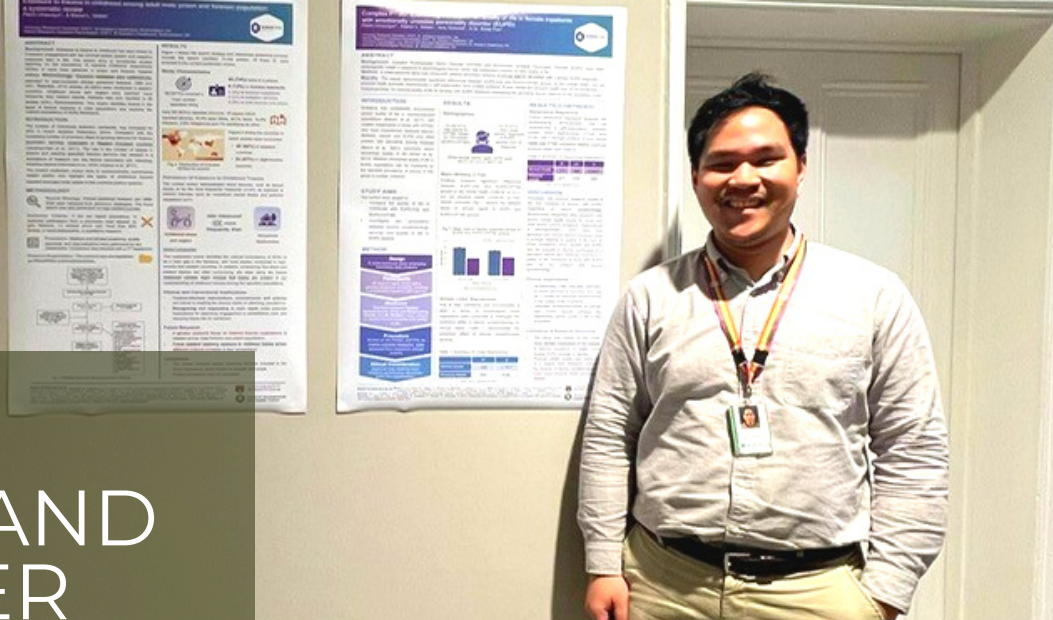
- Abbey, Volunteer

Students and volunteers have also gone on to secure various academic and clinical roles, including:

- Assistant psychologist roles in NHS and independent settings
- Fully-funded PhD studentships
- Doctoral training positions on clinical and health psychology programmes

"Volunteering as an honorary research assistant gave me the invaluable opportunity to learn how skills taught at university are applied in a clinical setting.... I was able to co-author a published paper, which was really exciting and will be a great accolade to add to my CV and doctorate application later on."

- Hannah, Volunteer





HOW TO APPLY AND FAQ'S

How do I apply for a placement?

In the first instance, please email CDCT@stah.org, with a copy of your CV attached, requesting an informal discussion about placement opportunities.

What support will I have during the placement?

You will receive regular weekly supervision with a member of the core CDCT team. Supervisors are available for informal discussions and support outside of this time.

Do I need to complete a DBS check?

An enhanced Disclosure and Barring Service (DBS) check is required for all students on placement with us, including for research placements. As a clinical setting we need to ensure that people coming onto our site have completed the necessary processes put in place to safeguard our service users. The costs of a DBS are met by St Andrew's Healthcare for volunteer placements, and by the academic institution for University placements.

Can I access the CDCT research portfolio for my dissertation?

We are able to facilitate students with access to a range of databases held by the CDCT for use in their thesis.

What are the services I can complete my placement?

Students will be matched with clinical services best suited to their skills and interests and the availability of clinical placements at the time of application.

Is there a deadline for applying to a placement?

We strongly recommend applications be submitted no later than 8 weeks prior to the commencement of the placement, to ensure sufficient time to arrange the placement and complete a DBS and reference checks.

Can the placement be conducted remotely?

A hybrid approach can be agreed for research placements, though clinical placements can only be completed on-site.

Are placements paid?

We are not able to offer paid placements. All costs incurred, such as travel expenses, will not be reimbursed by the CDCT.

Are there any other eligibility criteria for completing a clinical placement at with the CDCT at St. Andrew's Healthcare?

Eligibility is decided by individual services. Clinical placements are tailored accordingly.



OUR PUBLICATIONS WITH STUDENTS & VOLUNTEERS

Conference and Peer-Reviewed Journal Publications

Webb, E. L., Morris, D. J., Sadler, E., Macmillan, S., Trowell, S., & Legister, A. (2023). Predictors of moral injury in secure mental healthcare workers: Examining a role for violence and restrictive practices through an intersectional lens. *Journal of Forensic Psychology Research and Practice*.

Morris, D. J., Webb, E. L., Trundle, G., & Caetano, G. (2022). Moral injury in secure mental healthcare. Part I: Exploratory and confirmatory factor analysis of the Moral Injury Events Scale. *Journal of Forensic Psychiatry and Psychology*.

Webb, E. L., Morris, D.J., Watson, E., Fox E., Sibley, V., & Taylor, V. (2022) Which complex PTSD symptoms predict functional impairment in females with comorbid personality disorder needs? Research and treatment implications, *European Journal of Trauma and Dissociation*.

Morris, D.J., Webb, E.L, Umpunjun, P., Fox., E., & Beber, E. (2022) Addressing the trauma in the room: The differential trauma needs of women with co morbid EUPD and Complex PTSD in secure services. [Oral paper] International Annual Meeting & Conference, International Association of Forensic Mental Health Services, Berlin, Germany, June

Steen, S., Morris, D.J., Hamilton, H., Law, G. (2022) The Prevalence and Clinical Impact of Moral Injury in UK Secure Care Settings. [Oral paper] International Annual Meeting & Conference, International Association of Forensic Mental Health Services, Berlin, Germany, June

Umpunjun, P., Webb., E.L., & Morris, D. (2022) "Prevalence of Exposure to Trauma in male prisoners A systematic review and Meta Analysis" [Poster]. International Association of Forensic Mental Health Services, Berlin, Germany, June

Umpunjun, P., Webb., E.L., & Morris D. (2022)"Exposure to Trauma in Childhood Amongst Male Forensic Populations: A systematic review and Meta Anlaysia" [Poster]. International Association of Forensic Mental Health Services, Berlin, Germany, June

Webb, E.L., Morris, D.J, Hamer, A., & Davies, J. (2022) Trauma and institutional risk in a secure developmental disorder service: Does the SAVRY inflate risk in adolescents exposed to ACEs, *Journal of Intellectual Disabilities and Offending Behaviour*, 13(1), 32-44.

Webb, E. L., Hamer, A., & Davies, J. (2021). Playing the ACE: Does the SAVRY inflate risk in adolescents with developmental disorders exposed to childhood trauma? [Poster]. Trauma Informed Care in Practice Conference, Crisis, Disaster & Trauma Section of the British Psychological Society, Northampton, United Kingdom.

Reynolds, K., Holmes, J., Morris, D. & Fox E., (2021) Service user and staff perspectives of the implementation of a trauma-informed assessment in an Emotionally Unstable Personality Disorder inpatient population, *Clinical Psychology Forum*, British Psychological Society, 347, 61-66.

Webb, E. L., Greenwood, A., Hamer, A., & Sibley, V. (2021). Profiling referrals to a trauma support service: Needs and outcomes for staff working in a secure adult developmental disorder pathway. *Advances in Mental Health and Intellectual Disabilities*, 15(5), 209-221.

Morris, D.J., Webb, E.L., Foster-Davies, L., Gibbs, D., McAllister P., Wallang, P.M., & Shaddel, F (2021) Ethnic disparity in use of the Mental Health Act with adolescents with Developmental Disorders at the point of admission into secure services: The outcomes of a Pilot Review, *The Journal of Forensic Practice*, 23(3), 240-253.



OUR PUBLICATIONS WITH STUDENTS & VOLUNTEERS

Harding, R., Webb, E. L., & Mattacola, E. (2021). Exploring trauma symptomology and physical health profiles, and their relative associations, in a female inpatient EUPD population. [Poster]. Trauma Informed Care in Practice Conference, Crisis, Disaster & Trauma Section of the British Psychological Society, Northampton, UK.

Morris D, J., Webb, E., Greenwood, A., Steen S., & Ma K, (2021) Gendered Pathways to Moral Injury in Mental Healthcare Practitioners, Oral Conference paper, 2021 Comprehensive Moral Injury Conference (CMIC), Seattle, USA.

Webb, E.L., Lamplough, H., & Morris, D.J (2021) A differential pathway into secure care: Compulsory Care Orders as a marker of elevated adverse childhood experiences (ACEs) in adolescents with a developmental disorder, Clinical Psychology Forum, 342.

Webb, E.L., Moffatt, A., Morris D, J., & Sati, F. (2021) The accumulative impact of failed placements and ACEs on BMI: The impact of re-traumatisation, Journal of Disability and Health, 14(4)

Webb, E. L., Baker, K., Sibley, V., Lukes, R., Nawab, Z., Platt, M., Ellerby, K., Umpunjun, P., Harding, R., Farthing, S., & Hamilton, A. (2021). Leaving the past behind: Exploring and expanding the ACE framework within a secure deaf mental health population. [Poster] Trauma Informed Care in Practice Conference, Crisis, Disaster & Trauma Section of the British Psychological Society, Northampton, UK.

Morris, D. J., Webb, E., Fox, E., Holmes, J., Reynolds, K., Head, M., Lunn, A., Canterbury, R., McAllister, P., L., Dionelis, K., & Kamath., S (2021) Examining the prevalence of complex PTSD in an inpatient DBT service for females with a primary diagnosis of EUPD, Abuse, 2(1).

Greenwood, A., Webb, E. L., & Lunn, A. (2020). Trauma response service: Who accesses and why? [Paper]. Trauma Informed Care in Practice Conference, Crisis, Disaster & Trauma Section of the British Psychological Society, Northampton, UK.

Morris, D.J., Webb, E.L., Stewart, I., Galsworthy, J., & Wallang, P. (2021) Comparing co-production approaches to dynamic risk assessments in a forensic Intellectual disability population: Outcomes of a clinical pilot, Journal of intellectual disabilities and offending behaviour, 12(1), 23-36

Moffatt, A., Webb, E. L., & Parmar, E. (2020). The relationship between adverse childhood experiences, placement breakdowns and BMI in an adolescent secure inpatient population with developmental disorders. [Poster]. Trauma Informed Care in Practice Conference, Crisis, Disaster & Trauma Section of the British Psychological Society, Northampton, UK. (Received BPS Best Poster Award).

Morris, D.J., Webb, E.L., Dionelis, K., Parmar, E., & Wallang, P. (2020) Adverse Childhood Experiences and their relationship to BMI in a developmental disorder adolescent population, Abuse: An International Impact Journal, 1(2)

Morris D, J., Webb, E., Parmar, E., Trundle, G., & McLean, A. (2020) Troubled beginnings: The Adverse Childhood Experiences and placement histories of a detained adolescent population with Developmental Disorders. Advances in Mental Health and Developmental Disabilities, 14(6).

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