Outside The Box

Alumni Magazine
Winter 2023



Anna Freud

Editorial

It is hard to believe the year is drawing to a close, but I hope 2023 has been positive and productive for you. Here at Anna Freud, we recently welcomed a fresh cohort of eager students to start a new academic year, generating a buzz of energy and excitement at the Centre. And this sense of new beginnings leads us into this issue's theme: entrepreneurship and research innovation. Because whether starting a new course or launching your own venture, the intermingled rollercoaster of emotions – optimism, anticipation and nerves – is the same.

In this edition, we shine the spotlight on three alumni who successfully pursued their personal goals and represent excellent examples of entrepreneurship in the field. Their incredible work ethic and drive has buoyed them through difficult times, and their resilience is inspirational. Turn to page 14 to hear from Paul Bell, an alum from Anna Freud 15 years ago who set up his own mental health clinic in Edinburgh. Alum Hugh Miller identified a resource gap for professionals and wrote a book to create an accessible source of information about cognitive behaviour therapy (CBT) for young people. You can read all about his path to getting published on page seven. On page four, our third alum, Elizabeth Li, describes her passion for her subject and how she secured two grants for her research into epistemic trust.

At Anna Freud, innovative thinking led by curiosity underpins what we do and defines us as a leading force in improving mental wellbeing for young people. This is showcased by the launch of a new online resource to help young people better understand the treatment options available to them. The UK Trauma Council has also released a portfolio of free, accessible resources to support educational communities in planning for and recovering from, potentially traumatic events. You can learn about both on pages 10 and 12 respectively; if you work with young people, these new resources are here to support you and your colleagues in the field.

There is so much more and I hope the features in the magazine give you food for thought about pursuing your dreams and fulfilling your ambitions. We welcome your feedback and any suggestions you may have for future issues.

Stay safe, enjoy the festive period and see you in 2024!

Neelam
Alumni Magazine Editor



Neelam Dongha

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Welcome

A warm welcome to this issue of your alumni magazine, keeping you up to date with all things Anna Freud. This issue may look and feel different to the last - we've developed a new and engaging visual identity for Anna Freud, incorporating fresh, bright colours and a new logo.

As our CEO, Professor Peter Fonagy, said: "Our brand is not only about dynamic design, it's about communicating who we are and why we are here, our values and our aspirations. I believe this strong brand identity will help us to build engagement with our current audiences and reach out to new ones. It will help people to understand, invest in and remember who we are and what we can offer."

As mental health professionals, we understand the value of human connection better than most. Hopefully, as alumni, you will still feel a strong sense of affiliation with Anna Freud and echo our ethos and values through your work. We are keen for you to stay connected with us and share your stories and knowledge with your peers, so please do tell us about your experiences and professional journeys by emailing alumni@annafreud.org.

You are a lifelong member of the Anna Freud community and we value the expertise and contribution of our alumni network. The charity will continue to leverage its resources to support children and young people in the UK and abroad. Together, we can improve the lives of children everywhere.

As another year comes to an end, we hope you can look positively towards the new year. Wishing you, your friends, colleagues and families peace, optimism, health and happiness.

Dr Vanessa Puetz



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.

All the very best for 2024!
Warm wishes,

Vanessa
Anna Freud Centre Alumni Coordinator



Alumni achievements

Elizabeth wins another award for research into epistemic trust

Congratulations to PhD candidate (completing research status, thesis submitted), Elizabeth Li, who has been awarded the Charles J.Gelso Psychotherapy Research Grant by the Society for the Advancement of Psychotherapy. Elizabeth's project, 'Epistemic Mistrust, Defence Mechanisms and Transference in Psychodynamic Psychotherapy', will build on the work that she has been doing as part of her PhD in the Psychoanalysis Unit at UCL/Anna Freud.

Elizabeth said: "I was very happy when I received the news, as it means I can continue working on the research topic and further my understanding of it. More importantly, it indicates that the grant committee (usually consisting of experienced researchers in psychology) agree that this is an important research topic and that the research methods are rigorous. We expect that it will take at least six months to complete the study."

When asked what led her to pursue a PhD, Elizabeth replied: "My undergraduate speciality was in counselling and psychotherapy. While practising in mental health, I grew increasingly puzzled about certain psychological mechanisms. For example, I once expected a person facing life adversity and depression to exhibit depressive and passive behaviour. Yet, I encountered a patient who – without an obvious reason – was aggressive and verbally confrontational. This confusion and curiosity spurred me to pursue a Master's degree and subsequently a PhD. I published my Master's thesis which explored the psychological mechanisms bridging childhood emotional abuse and depression in adulthood. However, this felt insufficient. My subsequent research and a systematic review on the topic made me realise that to truly grasp the nuances of the mind and behaviour, a PhD was imperative. My quest to understand human behaviour and its intricacies motivated my PhD journey.

During my undergraduate studies, I began offering counselling voluntarily under supervision and eventually took on my own clients. I often met young adults (under 30 years old) who seemed trapped by their past experiences. Their childhood experiences, no doubt distressing, seemed to shadow their early adult lives, even when they had the means to distance themselves from their initial sources of distress. Interestingly, not all managed to break free from this emotional confinement. Some felt obligated to remain in these damaging situations. It is also worth noting that even after physically distancing

themselves from such environments, many continued to carry a 'victim mentality'. This isn't limited to those who have faced childhood maltreatment. Whether it's individuals who remain in unhealthy relationships, those who predominantly dwell on their own or others' flaws, or those who lead lives they're not proud of, I believe they might share certain psychological commonalities. My aim is to discern what keeps them mentally confined. Is it mere 'weakness'? Or is there a deeper underlying factor?"

This award follows another that Elizabeth won last year: the 2022 New Researcher Award from the British Association for Counselling and Psychotherapy (BACP). Elizabeth's submission was titled 'Mapping the Journey from Epistemic Mistrust in Depressed Adolescents Receiving Psychotherapy'. It aims to understand the perspectives and experiences during therapy of young people with depression, through the lens of epistemic trust. Upon receiving this award, Elizabeth said: "I'm honoured and grateful to win the New Researcher Award. This is the first time I've been acknowledged by professionals in this field and so it will be encouraging to me, not only during my PhD, but also in my lifelong career."

Elizabeth's PhD research examines epistemic trust and mistrust in psychology, psychopathology and psychotherapy. Epistemic trust refers to a person's capacity to gain knowledge and hold new information in a way that supports resilient social functioning. Elizabeth explained her motivation for choosing to focus on this particular field: "Babies, toddlers and under-fives develop openness to the reception of social communications from their primary caregivers within the context of early attachment relationships, as an



Elizabeth Li

adaptation enabling them to survive and benefit from the environment. Those who grow up in an abusive and deprived environment and those who have experienced these kinds of relationships are likely to be stuck in a state of epistemic mistrust as an adaptive strategy. Epistemic mistrust reflects a tendency to treat any source of information as unreliable, irrelevant, or ill-intentioned, so that they reject or avoid allowing themselves to be influenced by communication from others. I'm researching this topic because I empathise with them and want to help. I hope to help those who are stuck in the past, in their mind, and those that do not reach their full potential due to the things that others have done to them."



Elizabeth hopes that her research will bring attention to the concept of epistemic trust and encourage more research on this topic. She added: "More importantly, I hope this research can reach clinicians and the public. I believe even knowing about this concept can encourage improvements in mental health practice and raise mental health awareness in the community."

Elizabeth thanked her supervisors Professor Patrick Luyten, Professor Nick Midgley, and Dr Chloe Campbell: "I am extremely grateful to have had them as my supervisory team for the last four years and I could not have wished for anything better. Without their input, guidance, support and encouragement, I would not have been able to develop such an understanding of this field. What I have learned and gained from them goes beyond knowledge and skills. I will always be inspired by the conversations we had and treasure the relationships we built."

In terms of her future plans, Elizabeth said: "For several years, I have been researching mental health and psychotherapy, while teaching psychology modules as a Post-Graduate Teaching Assistant (PGTA) at UCL and having clients for individual counselling. I hope to continue what I have been doing and gain more knowledge, experience, and skills in these fields. I will most likely pursue a post-doc, research fellow or assistant professor position. I believe the most important aspect of research in psychology is to inform real-life scenarios and help with real-life problems and I will continue to work on research topics that can benefit people."

In fact, Elizabeth is starting a new position as Senior Course Tutor at Anna Freud. Her enthusiasm is clear: "I'm thrilled to begin this new role where I'll be championing high academic standards through curriculum enhancement, fostering equity, diversity, and inclusion, enriching the student experience, and shaping alumni strategy. I'm dedicated to this new journey."

Well done Elizabeth, it is an amazing achievement to receive these awards and a testimony to your innovative research. We wish you continued success in your new role at Anna Freud and with your future plans.

For more information, view Elizabeth Li's UCL profile.

Hugh Miller: from alum to author

Hugh Miller is an Anna Freud alum from the Cognitive Behaviour Therapy for Children and Young People (CBTCYP) course. He is a Course Tutor on the postgraduate course - Certificate in Supervision: Children and Young People's Mental Health and Wellbeing Services - at Anna Freud (delivered in collaboration with UCL) and a senior CBT therapist for the NHS. Previously, he has been a Practice Tutor at Anna Freud, supporting the development of courses for Children's Wellbeing Practitioners (CWPs) and Educational Mental Health Practitioners (EMHPs).

During lockdown, Hugh wrote a book: 'The CWP and EMHP Handbook: CBT Essentials with Children and Young People'. It was published in May 2022 by Jessica Kingsley Publishers. The book is a practical guide to help trainees and newly qualified CWPs and EMHPs through the demands of their roles. It is proving to be a fantastic resource with universities (including UCL, Sussex and Reading) recommending it as a text for their students.

We talked to Hugh about his motivation for writing the book and what the process involved. He reflects on the experience and how writing the book was a labour of love.Although he has no intention of writing another book, he is proud of what he achieved and advises any other budding authors to get on and do it!

What was your motivation for writing the book?

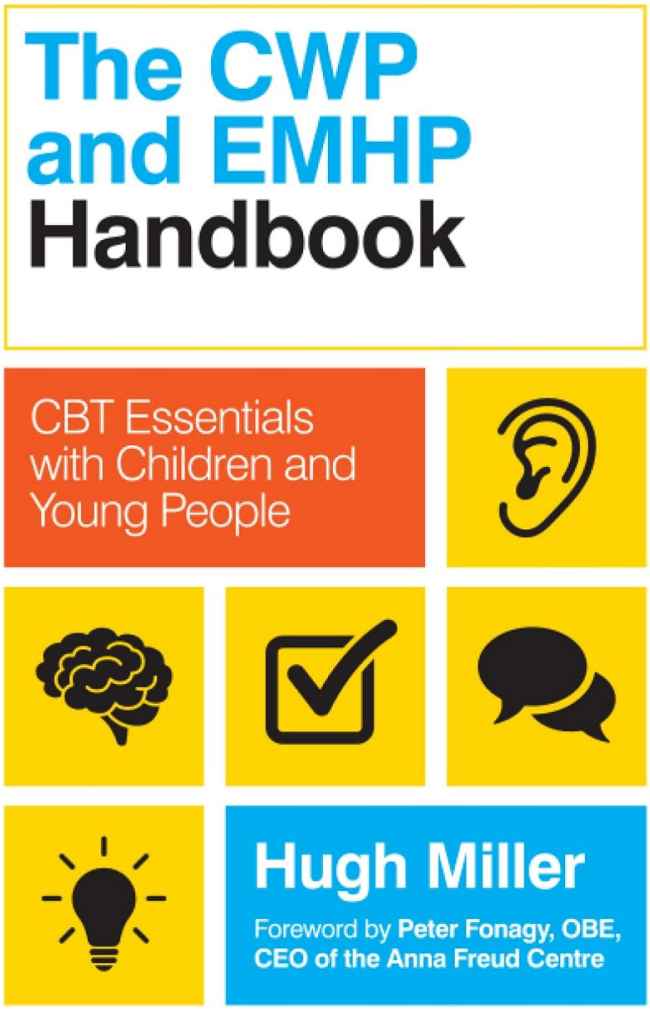
I got the idea when I started teaching as a Practice Tutor on the EMHP course at the Anna Freud Centre in 2019. It was my first teaching job and I was terrified! I wasn't sure what I was going to teach these 10 new eager trainees in front of me. However, it became apparent that there is a lot you learn from working in mental health that is not obvious. So the idea of the book came from my days of teaching and I learnt from the students. Another motivation was a desire to make an accessible, easy-to-read and relatable book; one that would work for a diverse range of backgrounds, irrespective of educational experience. A last reason was that a book for EMHP didn't exist back then.

When did you write it and how long did it take?

I wrote the book from January to June 2021; it was the second lockdown and I was bored. I had written a series of blog posts covering a range of topics that I felt needed explaining to someone new to mental health work.

Please describe the publishing process.

I got the details of Jessica Kingsley publishers



through a colleague whose book they had published. I explained the premise for my book and they liked it, so I then had to write a synopsis of all the chapters. There was no advance, payment has just been through royalties. Vicki Curry, a Clinical Psychologist and Programme Director at Anna Freud, warned me that it would equate to about 30p an hour, but I did not do it for money; I did it for the pleasure of writing and seeing it through.

What was your writing pattern and how did you find writing it?

I would get up at 4am and write in short bursts, completing one topic before moving onto the next. My dad was unwell at the time, so it was a useful distraction.

Who else was involved?

The book was a team effort. My colleagues were so helpful and gave me so much good advice. To be honest, some 99% of ideas were inspired by trainees and colleagues at Anna Freud and CYPMHS! Almost all of my colleagues contributed in some capacity: I remember Vicki Curry writing a huge chunk of a chapter; a good friend of mine, Sally McGuire, helped me with the structure and reviewed each section; another friend helped with the illustrations. Reflecting back, it was a lot of work and my colleagues made it even more work by suggesting good ideas that I could not ignore! The more people who got involved the better it was, but the more work it was! I would not have it any other way though.



Hugh Miller



How has it been received?

I think the book has fared well so far with some 1,500-2,500 copies sold in the first year. Professor Cathy Creswell from Oxford University made a positive comment: "As you read it you will feel like you are being helped along by a wonderfully supportive and considerate friend." It is encouraging that quite a few universities have it on their reading lists as a recommended text for CWPs and EMHPs.

The idea was to help clinicians in what is an incredibly demanding role. In my experience of working for nine years in schools, I know it can be brutal. You are on the front line and it can be an isolating experience. You can burn out fast under the pressure, so this book is intended to provide a bit of support to people feeling challenged in these roles and to reassure them that we all feel like that at some point. Having said that, one of the closing comments in the book is that if your work environment is detrimental to your wellbeing, you should leave.

Would you write another book?

I have no plans to write another book yet. If I did decide to write anything further down the line, it would be about trauma-based CBT – a field that is so effective but underused. But I will leave that to someone who knows far more about it than I do!

What advice would you give to anyone else considering writing a book?

Just go for it! There are a few publishers who are keen to support mental health publishing. Jessica Kingsley is one of them and the team there were very good to work with.

Anna Freud news

Launch of new resource to empower young people

Here at Anna Freud, innovative thinking forms the foundation of our work in improving mental wellbeing for young people. A perfect example of this is our new online resource for young people: Understanding Treatment Options. If you work with young people, this new offering could be a valuable tool for you.

Launched in March 2023, Understanding Treatment Options empowers young people to make informed choices about their mental health and wellbeing. It aims to break down barriers for young people in understanding more about their mental health or condition and the options available for effective support. Co-produced by clinicians and young people, this resource gives 12–17-year-olds (and younger children with adult support) and their parents and carers a guide to the most effective treatment options.

'Understanding treatment options' consists of webpages for 18 mental health and neurodevelopmental conditions including anxiety, depression, OCD, ADHD and Tourette's syndrome. Each page gives an overview of the condition and describes its symptoms. It also explains to young people and those supporting them: how to get help; what treatments are effective; how parents and carers might be involved in treatment; and information on



transition between youth and adult services.

The resource is informed by the latest clinical research and UK medical guidelines and tailored specifically for and addressed directly to young people. Peter Fonagy, CEO at the Anna Freud Centre commented: “This new resource will aid young people’s discussions with their GP, mental health professionals, family members and supportive friends, leading to better outcomes for each young person.”

Head to our website to find out more about the Understanding Treatment Options resources.

Building new international connections

In July, Dr Vanessa Puetz (Deputy Director of the UCL-Yale MRes in Developmental Neuroscience and Psychopathology [DNP]) hosted two groups of students from the University of South Florida (USF) and the University of Pittsburgh (UPitt). This exchange visit with American undergraduates allowed the visiting students to learn about the work being done at Anna Freud and also postgraduate study opportunities.

The sessions created a fantastic learning environment where ideas were shared and developed, perspectives were broadened and new connections were forged. In the photo, students are showing the ‘Go Bulls’ hand symbol, a traditional USF greeting!



Dr Vanessa Puetz with students

UK Trauma Council

The UK Trauma Council has produced some exciting new resources and research material this year. In February, they published a portfolio of free, accessible resources to support educational communities in planning for and recovering from, potentially traumatic events. These were created collaboratively with school leaders, further education colleges, early years settings and educational psychologists. The resources include: evidence-informed guidance on how educational communities can create an environment for recovery; critical incidents policy frameworks and lesson plan templates for different age groups; and staff training materials.

An in-person learning event was held in June to promote the resources. A fantastic range of speakers shared their personal and professional reflections on how to create environments for recovery. Professor Ann John, a member of the UK Trauma Council, shared an overview of current research around keeping young people



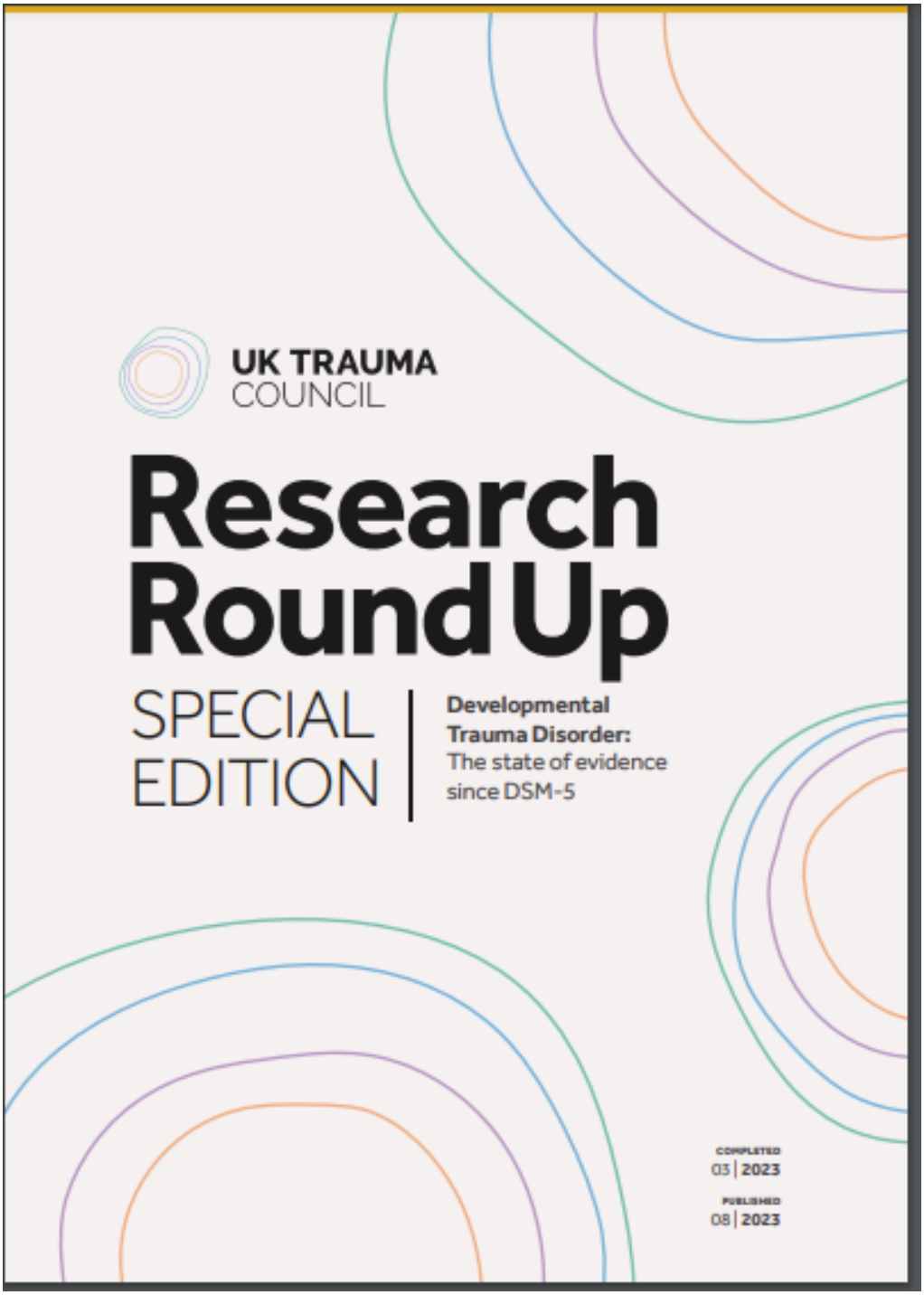
safe after death by suicide of someone close to them.

Young people from the Grenfell Health and Wellbeing service shared ideas on what helped and what hindered them feeling safe, calm, connected, in control and hopeful. These five evidence-based principles underpinned the resources and conversations around them.

In August, the UKTC published a review of recent research on the topic of developmental trauma disorder (DTD).

This special edition UK Trauma Council Research Round Up reflects on the association between maltreatment exposure and the proposed symptoms of developmental disorder.

It also reviews the state of the evidence of whether DTD adds to our existing understanding of the mental health needs of children exposed to maltreatment.



The UKTC's Research Round Up series seeks to bridge the gap between academic researchers and busy professionals working with children and young people. It provides short summaries of the latest research studies from the field of trauma and childhood maltreatment while special edition Research Round Ups take a deep dive into research with a particular focus.

Read the latest Research Round Up and the special edition on developmental trauma disorder.

Alumni stories: Paul Bell and the business of psychology

In this feature, we talk to alum-turned-entrepreneur Paul Bell. Paul founded The Anchor Practice, a specialist mental health clinic in Edinburgh that provides psychotherapy and clinical psychology for children, adolescents, young adults and families. Incidentally, Paul set up the practice with his partner, whom he met whilst they were both studying at Anna Freud! Paul reflects back on his time at Anna Freud and describes the route that led him down his particular career path, with some advice for others contemplating starting their own businesses. Ambitious, passionate about his work and clearly able to juggle a heavy workload, Paul currently has his sights on setting up a charitable trust to make mental health treatment more accessible. He also intends to start a Doctorate in Clinical Practice at the University of Exeter in the near future.

1. What course did you choose to study at Anna Freud and what led you there?

I decided to train as a Psychoanalytic Psychotherapist after a positive experience of personal therapy. And the quality of the teaching at the Anna Freud Centre and UCL seemed like the best route in, so I studied the MSc in Psychoanalytic Developmental Psychology. (This course has since been updated, restructured and renamed MSc in Early Child Development and Clinical Applications).

2. How did you find your time at Anna Freud; any particular memorable moments?

I loved my time at the Anna Freud Centre, and have many fond memories of my time there, not least because I met my partner there 15 years ago!

While I was an Anna Freud student, the Centre was located at Maresfield Gardens, a few doors down and over the road from The Freud Museum. I have vivid memories of walking into the Garden Room there for the first time and meeting my fellow MSc students. I remember being struck by the way the Anna Freud Centre seemed both steeped in and respectful of tradition, but forward-looking and modern in its teaching and application of psychoanalytic and developmental thinking.

Looking back, the calibre of teaching was exceptional. In the space of one year, we had been taught: Psychoanalytic Theory by Nick Midgley; Mentalization by Peter Fonagy and Anthony Bateman; and Neuropsychoanalysis by Mark Solms. It felt as if a great deal of care had gone into creating the course to achieve a perfect balance, and that internationally recognised teachers were sought out. I remember at the time that we all felt extremely fortunate.

3. How does what you learnt on the course impact the way you work now?

My first experience of Infant Observation and Young Child Observation was during the MSc at the Anna Freud Centre, and these observational skills remain a core aspect of my work as a Child Psychotherapist. Anna Freud always seemed to be an outward-facing institution, interested in the real-world applicability of academic psychology and psychoanalysis. This pragmatic approach influences how we think


Paul Bell

about our practice. Finally, the teaching from Dr Inge Pretorius on Child Development has always stuck with me, and I often think about her lectures when considering clinical work.

4. How and when did you start the practice?

I started the practice with my partner in 2019. We moved to Scotland in the summer, and I continued to commute to my job back in London for about five months. This involved taking an overnight sleeper train on a Sunday to work for two days in North London. I went full time at the practice in January 2020.

5. What was your motivation for starting the practice?

As is the case for many Child Psychotherapists, I had a number of CYPMHS and voluntary sector posts following qualification. Alongside these roles, I ran a small, individual private practice in my spare time. I also worked in non-NHS multi-disciplinary teams at Open Door in Haringey (a voluntary sector counselling and psychotherapy service for young people aged 12-24) and valued this stimulating clinical environment. Part of the rationale for setting up the practice was a wish to use these experiences while bringing more rigour and robust organisational structure to independent practice. The aim was also to create a team, rather than work in isolation.



6. Describe how it has grown since you started?

When we began, we had two clinicians (myself and my partner) working out of a rented office in Edinburgh's New Town. Shortly after moving up, a good friend and colleague – with whom I trained at the Tavistock – enquired about joining us, and she moved up with her family in late 2020. After three years of full-time practice, we now occupy two storeys of a town house across seven consulting rooms, next door to where we rented our first office. The team has grown to eight Child Psychotherapists, two Clinical Psychologists, one Family and Systemic Therapist and one Counselling Psychologist. In terms of the breadth of our offering, we now provide in-house child mental health services for a boarding school in Edinburgh, and are in the process of setting up a charitable trust to fund psychoanalytic and psychotherapeutic treatment for young people and families who do not have resources to access private treatment.

7. Reflecting back, is it different to your original vision? If so, how?

We have grown significantly more than I intended within a shorter timeframe than I originally anticipated. I think this reflects the worrying state of statutory services in the local area; there is currently a two-year waiting list for routine treatment at CYPMHS.

8. What are your future plans for the business, your career and personal professional development?

Our current priority is establishing the charitable trust, and securing viable and sustainable funding for it alongside our private practice. I think the integration of private enterprise and charitable work is extremely important given the political and economic context we live in.

I am also hoping to become more involved in teaching, both on the Child Psychotherapy training in Glasgow, and further afield with institutions sympathetic to a modern and pragmatic approach to psychoanalytic thinking about children and adolescents. Lastly, I'm starting a Doctorate in Clinical Practice at the University of Exeter later this year, where I will be researching the process of manualisation in psychoanalytic therapies with children, so am hoping to find some time for that too.



9. With the knowledge you have now, is there anything you would have done differently in terms of the business?

I think I would try to be more optimistic and less stressed! Whenever we made a leap forward, either in hiring new rooms or taking on new clinicians, I always found myself feeling very anxious. I think this was a hang-up from having always worked in the past with the safety net of an institution (usually the NHS) behind me. But each time we have made a leap, the benefits – both organisational and for the communities we serve – have become apparent very quickly. So, I think I would try to have more confidence about the value of the work that we do, and maybe have fewer sleepless nights!

10. What advice would you give to others considering embarking on similar ventures?

That's a really good question, and one that I consider regularly. I am currently the Vice Chair of the Independent Practice Group within the Association of Child Psychotherapists, and we often consider how to help our members feel more able to embark on professional, structured private practice.

I think the most important thing to reflect on is that while we are well trained clinically, many of us (including me) do not have the background in business management that would be beneficial in setting up and running an enterprise. We are good at 'the psychology of business', but less good at 'the business of psychology'. I think educating myself early on in the nuts and bolts of accountancy, marketing, PR, and IT systems was invaluable in moving from a single therapist doing individual therapy, to an organisation that could support a wider population. These business concepts can feel alien at first, particularly coming from an NHS background, but taking time to read about and understand them was helpful and still continues to be useful. Additionally, seeing how the Anna Freud Centre has grown and developed over the years was inspirational, and something that was in my mind when considering the trajectory of our practice.

Thank you Paul for taking us on your incredible journey and for sharing such useful advice with other would-be entrepreneurs. *Find out more about The Anchor Practice.*

Research round up

In this section, you can read some of the latest published research papers by our alumni. 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 research you would like to share with our networks, we would love to hear from you. Email us at alumni@annafreud.org



Alliance ruptures and resolutions in short-term psychoanalytic psychotherapy for adolescent depression: An empirical case study

Psychotherapy Research, Volume 32, Issue 7, 2022

Antonella Cirasola, Peter Martin, Peter Fonagy, Catherine Eubanks, J.Christopher Muran, Nick Midgley

This study aimed to better understand the therapeutic relationship, especially the process of alliance rupture-resolution and its role in a good outcome case of a depressed adolescent treated with short-term psychoanalytic-psychotherapy (STPP). A longitudinal, mixed-methods empirical single-case approach was employed using multiple sources of information (questionnaires, interviews, sessions recordings).

The results showed that, despite the presence of frequent relationship issues or alliance ruptures, patient and therapist managed to resolve these and develop a good and collaborative relationship. Both patient and therapist regarded the evolution in their relationship as the treatment factor mainly responsible for the positive changes experienced by the adolescent. This research illustrates one way of applying an empirical, mixed-method approach to a single case. The study findings support the idea that the process of repairing ruptures is an important mechanism of change.

Understanding treatment non-responders: A qualitative study of depressed adolescents' experiences of 'unsuccessful' psychotherapy

Psychology and Psychotherapy, Volume 96, Issue 2, June 2023

Alisha Mehta, Dominika Dykiert, Nick Midgley

The objective of this paper was to explore the experiences of depressed adolescents who completed but did not 'respond' to standard psychotherapy, based on a lack of improvement in pre-post symptoms scores. A qualitative study was conducted where interviews with five adolescents with moderate to severe depression were analysed using interpretative phenomenological analysis (IPA) to interpret findings.

The results highlighted how actively exploring the adolescent's therapy expectations, developing a strong early therapeutic relationship and being mindful of the potential impact of endings are important in therapeutic work with adolescents with depression, especially where they may have a strong sense of hopelessness and self-criticism. Moreover, the finding that adolescents experienced improvements in other domains despite a lack of symptom reduction highlights the need to review how treatment outcomes are currently defined.

Training, events and offers



We run a variety of courses and webinars relevant to your field of work. To see the full range of training courses – some of which are free, visit our training and events pages.

UK Trauma Council's Insight Series

Are you interested in trauma-related areas affecting children and young people? Join the UK Trauma Council (UKTC) and a range of experts providing insights in our new webinar series.

The next webinar: Childhood Trauma, the Brain and the Social World, will be delivered by Professor Eamon McCrory on Thursday 7 December, 2023.

This training offers an introduction to how changes in the brain following trauma impact vulnerability to mental health problems, with a focus on the role of social functioning.

Head to our website to book your place.





Outside the Box

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