

The Doctorate of  
Educational, Child and  
Adolescent Psychology  
at  
Queen's University Belfast

Patricia Davison,  
Programme Director

# Aims

- The role of the educational psychologist
- How to become an educational psychologist
- The Doctorate in Educational Child and Adolescent Psychology at QUB

# Meet the Team



Patricia  
Davison  
PD



Maria  
McAleese  
PAT



Anthea  
Percy  
PAT



Enda  
Cunningham  
PAT



Alison  
Jeffrey  
Programme  
Administrator



Shauna  
Mahony  
Programme  
Secretary

# Educational Psychology

- Work in schools, colleges, nurseries and special units, primarily with teachers and parents.
- Liaise with other professionals in education, health and social services.

## **Direct work** may involve:

- Some form of assessment to uncover a C/YP's problem through consultation with professional colleagues, observation, interview or use of test materials.
- Providing interventions, developing learning programmes and working collaboratively with a teacher.
- Making recommendations on the most appropriate educational provision for that child.

## **Indirect work** involves consultation with individuals involved with the C/YP

- Training
- Preventative working

## **Additionally**

- Advise or join working groups concerned with organisation and policy planning.
- Plan and carry out research activities.

# Becoming an Educational Psychologist

- Three year doctorate in Educational Psychology approved by the HCPC.
- A psychology based degree, normally 2.1 or above\*, that grants eligibility for chartered status (GBC) with the British Psychological Society (BPS) or a conversion course which also grants GBC.

## DECAP

- Commitment to work in the EANI as an EP for three years post qualification.
- Eligible to work in the UK.

\*Applicants holding a 2.2 will be considered where the applicant holds a post-graduate psychology-based qualification (granting GBC) at 2.1 level.

# When and how do I apply for the DECAP at QUB?

Application form 8<sup>th</sup> January 2020

- Academic
- Relevant Experience
- Personal/Professional

Success rate: Shortlisting 25% - 33%

2020: 30 shortlisted

# Interviews

## Academic:

- Unseen research paper
- Questions

## Professional/Personal:

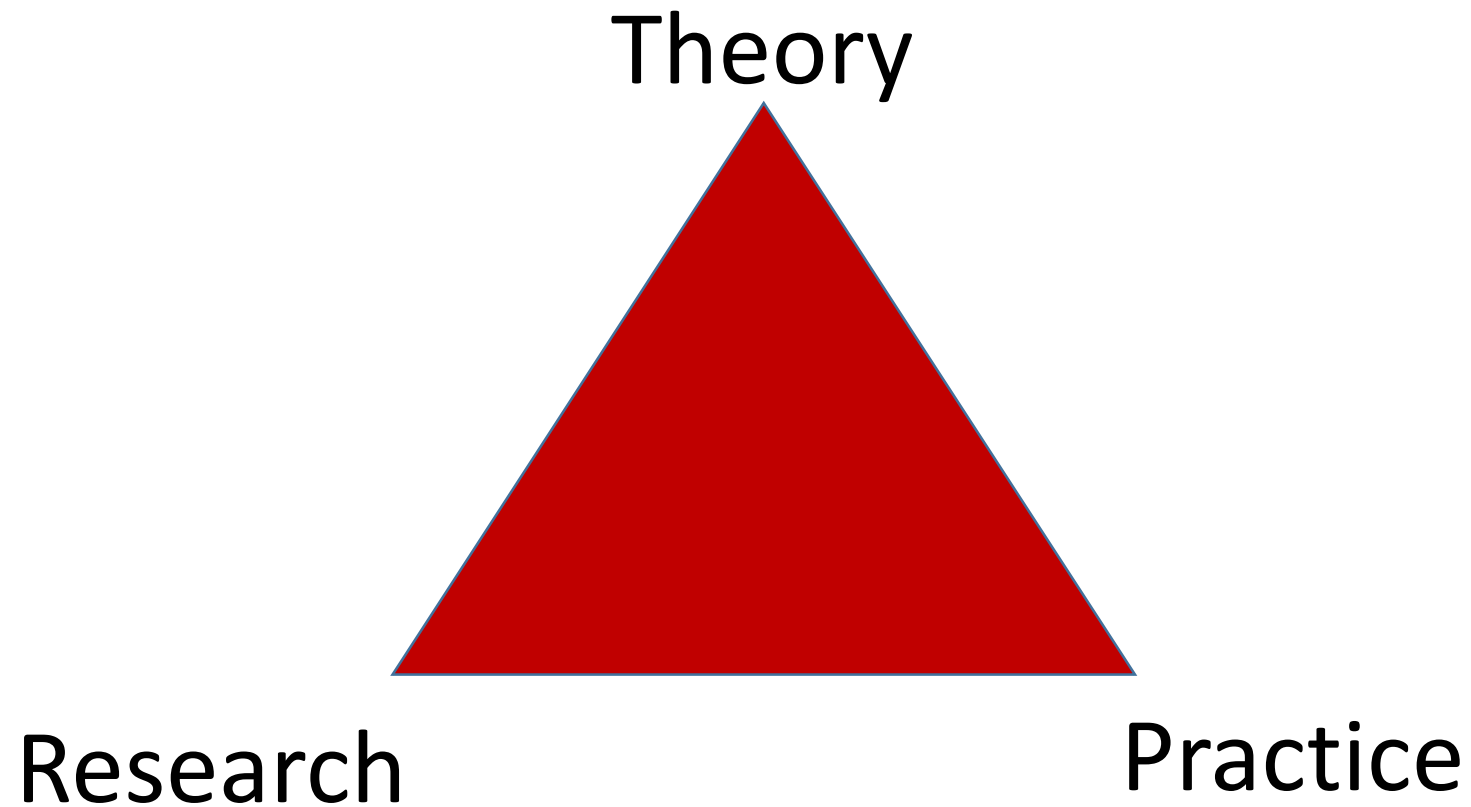
- Vignette
- Presentation
- Questions

Rating - Academic Ability, Personal Qualities and Readiness for Training

## Success rate

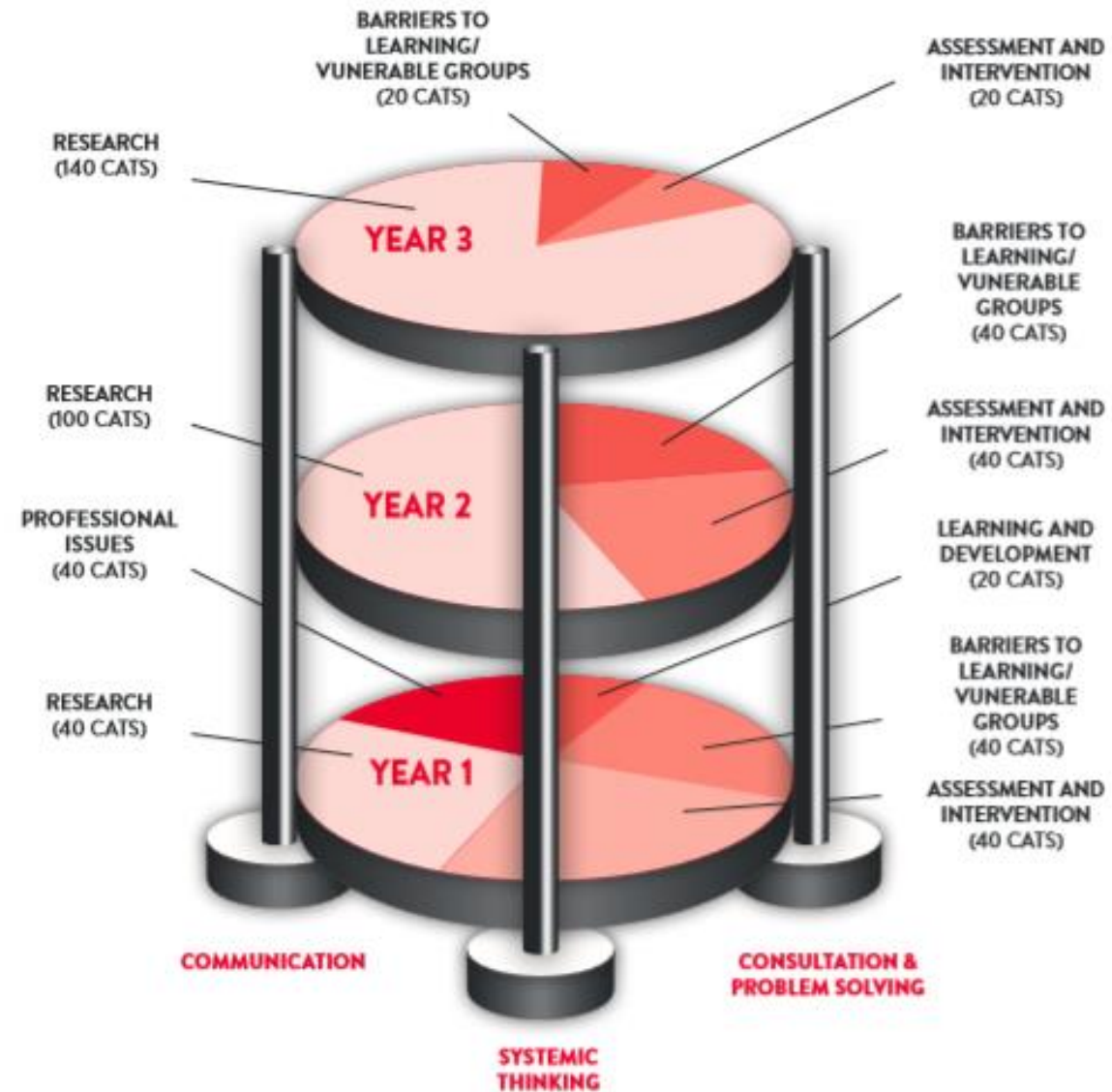
- DECAP 8-10%

# What does training involve?





# The DECAP Curriculum



December 2019

# Placement: Enda Cunningham, PAT.

300 days placement for practice based learning

- EA
- Multi-agency

# Research: Anthea Percy, PAT.

- Major Research Projects
- Minor Research Projects
- Research Club

# Programme for outreach, connection and engagement: Maria McAleese, PAT.

- Service users
- Stakeholders
- Applicants
- Promotion

# Student reflections: Lily Chuah, Year 2, DECAP

December 2019



# Commendations

- Multi-agency/elective placement
- Equality and Diversity placement for field-based research
- Nurturing and supportive environment
- Innovative practice: Video Interaction Guidance, Incredible Years, Dynamic Assessment, CBT approaches, Family Systemic Therapy.