

A Qualitative Evaluation of the DCP Yorkshire & Humber BAME Open Day

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Introduction

Background

In August 2018, the Yorkshire and Humber Division of Clinical Psychology (DCP) held an open day to encourage and support applications from people from BAME backgrounds. The day was advertised throughout the region, and all psychology graduates from BAME backgrounds who were considering a career in clinical psychology were invited to attend. The open day was a collaboration between the three Doctorate in Clinical Psychology (D.Clin) courses in the region: Leeds, Sheffield and Hull. It was facilitated by staff and trainees from the three courses, as well as service users and psychologists working locally in the NHS. The day consisted of presentations about placements, research, personal and professional development, service user involvement, reflections on being a Black psychologist, writing applications and preparing for interviews. There were opportunities for discussion and reflection in smaller groups throughout the day.

Aims

Two projects were commissioned with the aim of evaluating the open day. This project used qualitative methods, aiming to gather in depth material from the attendees about their experiences of the day.

Literature Review

Diversity in Clinical Psychology

Psychology is a popular undergraduate degree choice for people from BAME backgrounds (Turpin & Fensom, 2004), and the rates of ethnic diversity on psychology undergraduate courses are similar to those in the general population (Office for National Statistics, 2011). Despite this, clinical psychology is a predominately White profession. The proportion of applications from BAME individuals to D.Clin courses between 2010 and 2016 was lower than on undergraduate psychology courses for the same period, and this proportion was lower again in those accepted onto training (Clearing House, 2018). Therefore, although psychology is a popular degree choice for people from BAME backgrounds, BAME individuals are less likely to apply for a place on clinical training than their White counterparts and the BAME individuals who do apply are less likely to be accepted. Figures are displayed in Table 1.

Table 1: Rates of Racial Diversity through the Clinical Psychology Pathway Compared with Census Data

Ethnicity	Census Data 2011, 20-34 Year Olds	Psychology Undergraduates 2010-2015	Applications to Clinical Psychology Training Courses 2010 -2016	Acceptances to Clinical Psychology Training Courses 2010 -2016
White	80%	81%	82.3%	88.7%
Asian	12%	8%	7%	4.4%
Black	3%	6%	3.4%	1.8%
Mixed	3%	4%	3.1%	3%
Other	2%	-	1.1%	1.1%

Why Diversity in Clinical Psychology Matters

It is important that the rates of ethnic diversity in clinical psychology are improved, so that clinical psychologists can adequately represent and meet the needs of the diverse populations they serve (Department for Health, 2003). Some mental health problems are diagnosed at higher rates in BAME communities (Weich et al. 2004; Pinto, Ashworth & Jones, 2008), but evidence shows that the current UK mental health system is not adequately meeting the needs of the BAME population. People from BAME backgrounds are less likely to contact their GP regarding a mental health issue, be prescribed antidepressants, referred to secondary mental health services, or use psychotherapy services (Memon et al. 2016; Vasquez, 2007).

Conversely, people from BAME backgrounds are much more likely to be detained under the Mental Health Act. This is especially true for people from Black backgrounds, who are detained at four times the rate of those from White backgrounds (NHS Statistics, 2017).

Clinical psychologists have a relatively high level of authority within the NHS and are increasingly likely to be involved at the service planning and delivery level. Therefore, it is important that there are more psychologists from BAME backgrounds, to help ensure non-discriminatory practice and to better represent and meet the needs of service users.

Potential Causes of BAME Underrepresentation in Clinical Psychology

Improving racial diversity has been on the agenda in clinical psychology for almost thirty years (Davenhill et al. 1989). Since then, various efforts have been made to increase the rate of applications from people from BAME backgrounds. These have been quite successful: the number of applications from BAME individuals has been increasing, and they currently make up almost 15% of all applications to D.Clin courses (Scior, Wang, Roth and Alcock, 2016).

The problem is not just that lower numbers of BAME individuals apply, but that they are less likely to be accepted when they do. This indicates that there are other factors which contribute to the issue.

Ethnicity is not an independent predictor of being accepted onto training (Phillips, Hatton & Gray, 2004; Scior, Gray, Halsey, & Roth, 2007). This suggests that direct discrimination against BAME applicants in the selection process is not the primary reason behind the lower rates of acceptances. Due to the high volume of applications, selectors may over rely on certain indicators of academic ability such as A-Level results (Scior et al. 2007). This may disadvantage applicants from some BAME backgrounds, as these indicators are strongly affected by ethnicity and socioeconomic status (Cabinet Office, 2018). Phillips et al. (2004) concluded that, although there was no evidence for direct discrimination in the selection process, certain groups were disadvantaged and lacked the opportunities to obtain the required academic qualifications and experience. It has been suggested that mental health stigma, lack of awareness as well as distrust of psychology may contribute to lack of diversity. This underrepresentation may be self-perpetuating, leading BAME individuals to feel that clinical psychology is not the career for them due to not seeing many examples of BAME psychologists (Scior et al. 2016).

The underlying causes of the lower rates of BAME individuals in clinical psychology are complex, and are likely to include and reflect wider societal privileges and disadvantages. Clinical psychology selection occurs within a society in which people from BAME backgrounds are disadvantaged in many ways compared with their White counterparts, for example see a report discussing the lack of BAME representation at management levels in the NHS (Kline, 2014), or higher rates of unemployment amongst BAME communities (Department for Work and Pensions, 2018). Therefore, we should expect the societal structures which cause this disadvantage to similarly influence selection. Addressing the lower rates of acceptance of BAME individuals onto D.Clin courses will consequently be a complex endeavour.

[Attempts to Increase Diversity](#)

The London D.Clin courses have created a joint taskforce which has organised information events, work experience and career guidance for BAME individuals interested in the career (Cape et al. 2008). UCL has also set up a mentoring scheme for aspiring psychologists from BAME backgrounds (Scior et al. 2016). In 2015, the Oxford D.Clin course held an open day for BAME potential applicants, and similar event was held by the Liverpool course in 2018. Therefore, it was decided that the Yorkshire and Humber branch of the DCP would hold its own open day for BAME aspiring psychologists from this region.

Method

Two projects were carried out to evaluate the effectiveness of the open day. One project, undertaken by another psychologist in clinical training, used quantitative methods and invited attendees of the open day to complete a survey before, immediately after and one month after the open day. The current project used qualitative methods, aiming to gather in-depth interview data from the attendees regarding their thoughts about and experiences of the open day. This project consisted of two parts: Part A which involved interviewing the attendees of the open day, and Part B which involved distributing a free text survey to those who helped facilitate the day.

Ethical Issues

Ethical approval for this project was sought from the School of Medicine and Health Ethics Committee and was granted on the 23rd of July 2018. The following potential ethical issues were considered.

Consent

Participants received the participant information sheet via email to ensure that they were able to give informed consent to take part in the study. Participants' consent was obtained through the online consent form, and verbally at the start of the interviews.

Confidentiality

Participants were asked to provide their name, email address and contact number so that they could be contacted by the researcher. These were stored on Online Surveys, a secure website endorsed by the University of Leeds. Audio recordings of the interviews were stored on an encrypted Dictaphone accessible only by the researcher. These were deleted once they had been transcribed. Interview transcripts were stored under a participant number, with no link to participant details. No identifying information was included in the report.

Sensitive Material

During the interview, participants were asked about potentially sensitive topics such as racism. Participants were informed that they could stop the interview at any time and were under no obligation to answer any questions that they did not wish to. The topic guide was reviewed by two clinical trainees from BAME backgrounds who felt that none of the questions were likely to be unduly upsetting.

Part A

Design

Semi-structured interviews (Rubin & Rubin, 2012) were used to ensure that set topics were covered with each participant, while still allowing for flexibility. Thematic analysis (Braun & Clarke, 2006) was chosen to analyse the data, in order to identify patterns and themes across the entire data set.

Participants

All 30 attendees of the open day were invited to take part in the evaluation. Participants were the six attendees of the open day who volunteered to take part in the interviews. The attendees who participated in the interviews were all female, were from a range of ethnic backgrounds and were at different stages of their careers.

Procedure

Attendees were invited to take part in the interviews via an email which contained a link to the recruitment survey. The survey contained the participant information sheet (appendix 1), consent form (appendix 2), and demographic questions. Participants were invited to provide their information and contact details if they wanted to take part in the evaluation.

Interviews were semi-structured and used a topic guide, which is included in appendix 3. Topics included how participants experienced the open day, whether they had learnt anything, if their feelings about pursuing a career in clinical psychology had changed, how well they felt that BAME specific issues were addressed and what they felt could have been improved about the open day.

Data Analysis

The interviews were recording and transcribed by the researcher. The data was analysed using Thematic Analysis (Braun & Clarke, 2006). This was a deductive analysis in which the themes were drawn from the data. The steps of thematic analysis are outlined in figure 1.

1) Becoming Familiar with the Data

- The researcher read the transcripts until they were familiar with the contents of each.

2) Generating Initial Codes

- The researcher coded the individual units of meaning in the transcripts.

3) Searching for Themes

- Codes were written onto individual pieces of paper, which were arranged into piles according to similarity.
- These piles were gathered together by topic to form preliminary themes.

4) Reviewing Themes

- The codes in each theme were read, to examine how well they fit together and whether each piece of data supported the theme.
- The transcripts were read again to see whether the themes accurately represented all the data.

5) Defining Themes

- Each theme was reviewed, with the essence of each theme considered.
- The relationships between the themes were thought out, with various different thematic maps drawn.
- The themes were discussed and reviewed in a meeting with the project supervisor and commissioner.

6) Writing Up

- The best extracts to represent each theme were selected, the final map of themes and subthemes was created and the report was written up.

Figure 1: Thematic Analysis

In addition. The transcripts were also analysed using the Kirkpatrick evaluation framework (1975). This analysis was inductive, with the researcher searching for and coding discussion relating to each of the four levels, and analysing whether the data provided evidence that each of the four levels had been met. Kirkpatrick's model was used as the framework is widely recognised as a useful tool to guide the evaluation of training, however it should be noted that the model was developed in the field of business rather than psychology and has been critiqued by some as being oversimplified and incomplete (Bates, 2004).

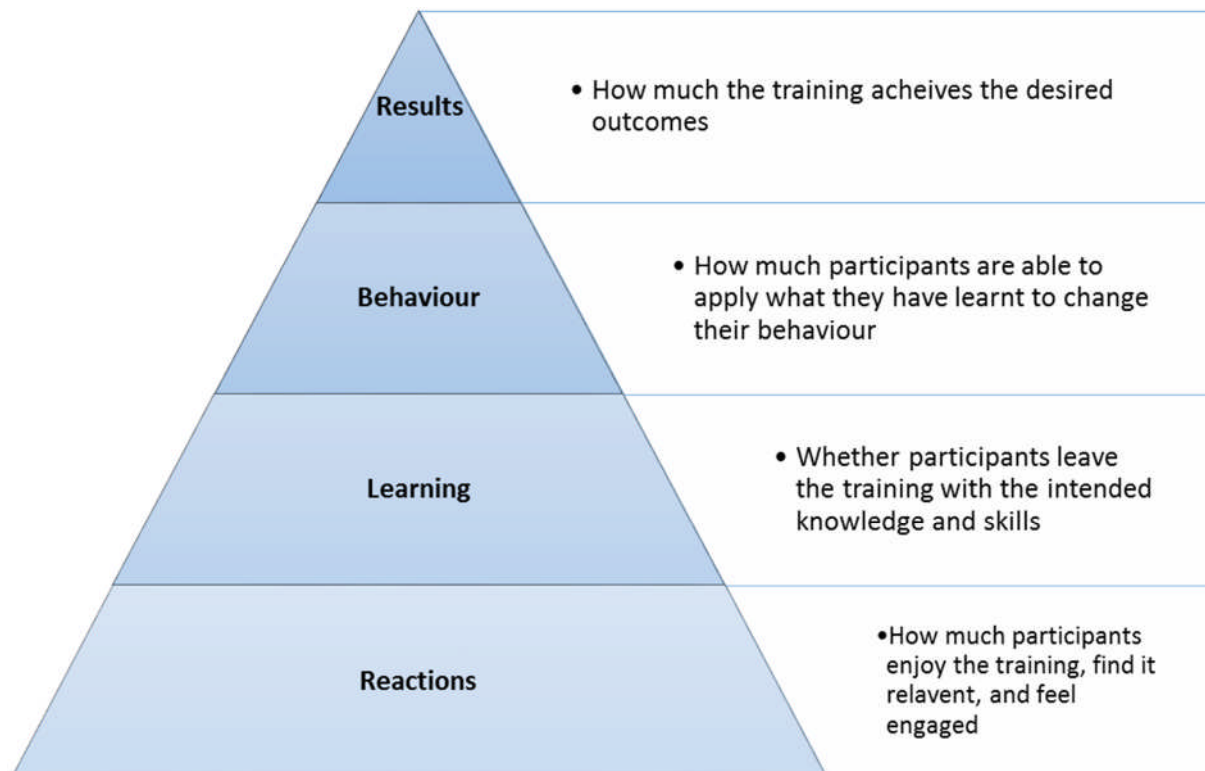


Figure 2: The Kirkpatrick Model of Evaluation

The interview transcripts were also analysed using thematic analysis (Braun & Clarke, 2006), the steps of which are described in detail in Figure 2.

Part B

Design

Feedback was gathered from facilitators regarding their experiences of and reflections on the day, to ensure that a range of different perspectives about the day were included. This was collected using an online survey comprising of free text answer questions, which was emailed to all facilitators after the open day had taken place. An alternative could have been to interview a proportion of the facilitators as well as the attendees, however this was not possible due to time constraints.

Participants

Everyone who helped to facilitate the open day was invited to take part, participants were the 13 facilitators who responded to the survey. The survey sent to facilitators did not collect any demographic information, so the participant characteristics of this sample are not known. Facilitators of the day were course staff and trainees from all three courses, experts by experience and local clinical psychologists, so the participants would have been a combination of these.

Procedure

The facilitators of the open day were all sent an email containing a link to the free text survey after the day had taken place. The survey was comprised of the following questions:

1. What features of the day did you think worked well?
2. What would you change or do differently?
3. What further work/events should programmes organise to increase inclusivity and diversity in training and the workforce?

Respondents' answers to each question were collated together, analysed and summarised for the report.

Results

Part A, Phase 1: Kirkpatrick Evaluation

First, the data were analysed using Kirkpatrick evaluation framework (1975). This stage of data analysis was theory driven rather than data driven. The data showed definite evidence that the open day had fulfilled the first two criteria of evaluation (reactions and learning) and probable evidence that the open day fulfilled the third criteria of evaluation (behaviour). The criteria will now be presented in turn, including quotes to illustrate each criterion.

Reactions

All six participants reported that their reactions to the open day had been positive, saying that they had enjoyed themselves and had found the atmosphere of the day friendly and welcoming, providing strong evidence that this criterion was met.

“I just think that the general kind of atmosphere was kind of really nice as well...it was genuinely one of the friendliest open days I have ever been to.” **Participant 1.**

“I loved it I genuinely loved it...I felt very at home... I think that everybody was very very welcoming. I loved it.” **Participant 2.**

Learning

All six of the participants reported that they had learnt something at the open day. Participants reported learning about what the D.Clin course involves, how to write a successful application, and prepare for interview as well as about what constitutes relevant experience. Therefore, the data provide evidence that criteria of “learning” was met.

“I definitely learnt a lot. Everything I wanted to be covered was.” **Participant 3.**

“For the more specific questions I had, I was able to chat to some of the psychologists and it helped me to think more about how to write my application form.” **Participant 6.**

Behaviour

Although the design of this evaluation did not allow for the direct assessment of behaviour change, participants indicated their intention to change their behaviour as a result of what they had learnt on the open day. This included an intention to change their approach to obtaining relevant experience, changing their applications, and preparing differently for an interview. This is taken as possible evidence that “behaviour”, the third criteria of the Kirkpatrick model of evaluation was met.

“It has changed how I’m thinking about getting experience.” **Participant 2.**

“Reflecting on how I completed that application the first time after the talk of the open day itself, that is going to change just so much more. Because I think that I made some of the mistakes that they were suggesting you shouldn’t make...I feel so much more confident knowing what to write.” **Participant 4.**

Results

The desired results of the open day would be greater number of applications and acceptances of BAME individuals to the Yorkshire and Humber D.Clin courses over the coming years. This design of this evaluation was unable to measure this, so cannot answer whether the final criteria of the Kirkpatrick model of evaluation has been met.

Part A, Phase 2: Thematic Analysis

The themes and subthemes from the second stage of analysis are displayed below in Figure 3 and are then discussed in turn.

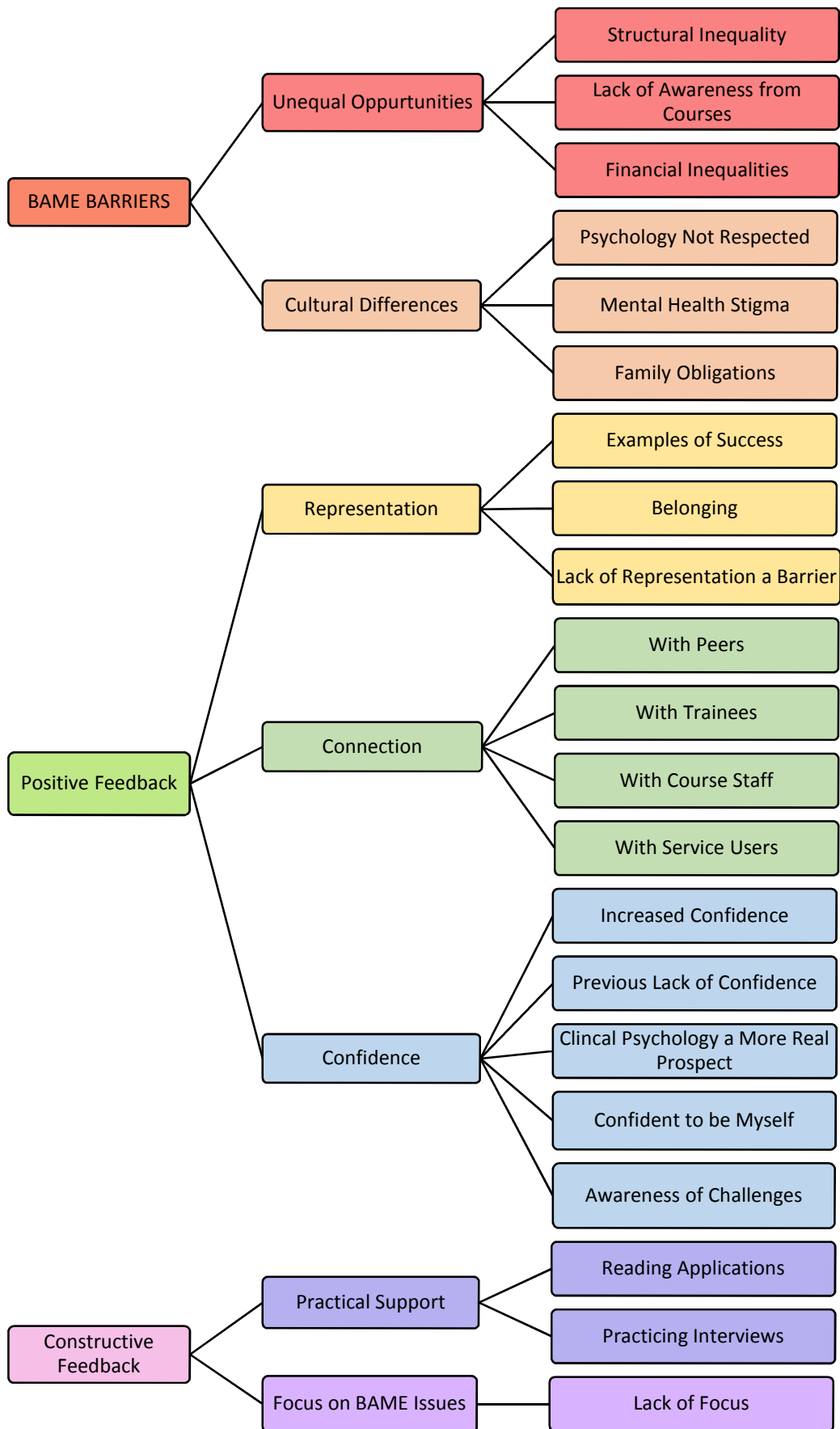


Figure 3: Themes and Subthemes

BAME Barriers

Participants were asked what they felt the barriers are for people from BAME backgrounds securing a place on D.Clin courses. They gave a range of answers which clustered into the two themes below.

Unequal Access to Opportunity

Participants spoke about their cultural or ethnic backgrounds causing them to have unequal access to opportunity when compared with their White British peers. The nepotism and added advantage associated with coming from privileged backgrounds was raised as a barrier for people who do not have this extra support, with participants reporting that it had been harder to get the necessary experience for acceptance to a D.Clin course without the help from their parents.

“People have varied experience but sometimes their parents have helped them write the forms and get them into these positions, but I don’t have that support. Someone might be doing really well, but have you considered how they might have got there? And how this other person might have got there?” **Participant 6.**

Participants felt that there is a lack of awareness from selection committees of these additional challenges. The need to complete low-paid work or volunteering to gain a place of training was also seen as a barrier for people from BAME backgrounds, and was raised as a contributing factor to the lack of diversity.

“Not everybody has middle class parents or some sort of savings they can call upon to work for free or in jobs that pay 18k to qualify. Let’s face it, that’s why there are rich people in this profession.” **Participant 2.**

Cultural Differences

Participants discussed psychology being less well-respected in some other cultures and thought that this could contribute to the lower numbers of BAME people in the profession.

“In some cultures psychology might be looked at as a nice to have. It doesn’t have the same level in status yet as bankers or lawyers.” **Participant 2.**

Similarly, cultural differences in the understanding and managing of mental health problems were also raised as a barrier, with participants speaking about the stigma attached to mental health problems and the taboo of discussing mental health struggles their culture.

“There is also the stigma attached as well, when I first told my mum that I want to work in mental health she said to me “What if you catch the mental health or something?”

Participant 3.

Finally, family obligations were discussed as a barrier, with one participant describing feeling at a disadvantage compared with their peers as due to family expectations they were unable to relocate for assistant positions.

“For people from Pakistani and South Asian backgrounds, the expectation is that you stay close to your family, especially for women. So a lot of the time for assistant psychologist posts you are having to move around which is not really an option for people.” **Participant**

6.

Positive Feedback

The Power of Representation

Participants spoke about how important and powerful the BAME representation on the open day had been for them. This included seeing trainees and qualified psychologists from BAME backgrounds as well as meeting other aspiring psychologists from BAME backgrounds.

“It was good to see examples of people from ethnic minorities being on the course. I had not yet, until that day, met anyone from an ethnic background who was on the course.”

Participant 4.

“It was really helpful to know that there’s a diverse range of people interested in the career.”

Participant 3.

This led to participants feeling a strong sense of acceptance and belonging on the day, and helped participants to feel more optimistic about their prospects of gaining a place on training.

“At the beginning when we all sat down and I felt this massive feeling of being accepted and belonging. It’s not often I am in a room where it’s a majority of BME people, let alone with similar aspirations to me as well.” **Participant 3.**

Participants also spoke about the lack of representation and racial diversity in the field of clinical psychology being a barrier for people from BAME backgrounds.

“I think there’s definitely a cultural difference as a barrier, there’s not a lot of Chinese people interested in the area to begin with. We tend to pick areas such as finance or banking,

so to begin with there's not a lot of Chinese people interested in a career in psychology or mental health.” **Participant 3.**

Connection

Participants felt that the opportunity to connect and network with their peers, trainees, course staff and service users was an important part of the open day. This theme was conceptualised as similar but distinct from the theme of representation.

“Being able to have the opportunity to speak to students such as yourself, for me that was the most important bit. Sometimes you go to these open days and you don't really get the opportunity, whereas I feel that we had plenty of opportunity to speak to some of you.”

Participant 1.

“I found the access to the programme coordinators and various service users and existing trainees and fellow co attendees very well done” **Participant 2.**

Confidence

Participants reported an increased sense of confidence in their ability to write a good application, do well at interview, and secure a place on training after the day. Participants also discussed feeling more confident in being themselves, rather than having to play the part of what a clinical psychologist should look like.

“I feel confident, I feel like I have an idea of what they are after which is basically who you are.” **Participant 2.**

“Previously, I just thought I had to talk about formulation and supervision and all these buzzwords. This made me feel quite comfortable with the fact that I might not have experience in all these things and obviously that's what training is about. So I feel much more comfortable acknowledging that I might have weaknesses in my skillset, but that that's

OK.” **Participant 4.**

Many of the participants also spoke about their awareness of the challenging nature and competitiveness of a career in clinical psychology, however.

“Some students I spoke to, it was their sixth time applying. I think that people just give up”

Participant 5.

Constructive Feedback

Lack of practical support

Although participants spoke about feeling more confident in their abilities to write a successful application and to perform well at interview, some also gave the feedback that they felt that the day could have been improved by the opportunity to review applications and roleplay interviews.

“I think it would have been helpful to go through applications or to roleplay interviews.”

Participant 3.

“If we had had a practice interview with one of the clinical psychologists that would have been good.” **Participant 5.**

Lack of clarity on funding

One participant felt that information about D.Clin funding was missing from the day. This was a significant omission for them, as they felt that the requirement to work in low-paid roles to gain the necessary experience was a barrier for BAME people.

“I didn’t feel that this part was addressed at all. Just this sort of idea of look “this is the current state of affairs from our understanding” would have been very helpful for me”.

Participant 2.

Lack of BAME focus

Some participants felt that speakers on the open day had discussed issues in clinical psychology generally, rather than from a BAME specific perspective. Participants also felt that there was a lack of information given about the reasons people from BAME backgrounds may be less successful in their applications.

“I felt like it wasn’t as much [of a focus on BAME issues] as I thought it might have been. I think after lunch when we were talking about applications and interviews it just became really general.” **Participant 5.**

This was not a shared theme, however as other participants spoke about feeling that BAME issues were addressed well on the day.

“I was quite surprised because I felt that they [BAME issues] were addressed honestly, and surprised in a good way because I think that because of the sensitivity of the subject

sometimes there's a tendency to be very cautious about what's said and how it's said."

Participant 1

Part B: Analysis of Facilitator Survey Data

The answers to each of the three questions in the survey completed by facilitators of the open day are summarised in turn below.

Question 1: Aspects of the day which went well.

Ten participants described the structure of the day as working well, including positive feedback regarding the presentations, small-group discussions and the opportunity for informal conversations over lunch. Four participants commented positively on the organisation of the day, discussing the pacing and balance of content. The range of perspectives was highlighted as positive of the day by three participants, who felt the presence of staff and trainee representatives from the three different courses, as well as NHS staff and service users had worked well. Two participants reported that the atmosphere of the day had felt welcoming and friendly. This feedback is consistent with data from the interviews with attendees, as they also reported that they felt the day had been well organised and felt friendly.

Question 2: Aspects which could have been changed or done differently.

Five participants felt that the BAME specific aspects of the day could have been improved. Their suggestions to improve this included: a greater focus on BAME issues, more speakers from BAME backgrounds, discussing bias in selection and the research about why people from BAME backgrounds are underrepresented in clinical psychology. This feedback is consistent what was said by the attendees, some of whom also reported that they felt that there was a lack of focus on BAME issues during the day. Three participants felt that the structure of the open day could have been improved: two mentioned that the timings were rushed and the day was behind schedule, and one participant felt that the trainee volunteers should have been given more direction. This is inconsistent with data from the interviews with attendees of the day, many of whom reported that they felt the day had felt well organised, and is also inconsistent with the data from the previous question of the survey.

Question 3: Ideas for future work and events to promote diversity in clinical training.

Participants raised many and varied ideas in response to this question. The most common suggestion, raised by four participants, was to set up a mentoring scheme for aspiring clinical psychologists from BAME backgrounds. Three participants suggested running the open day again, and three spoke about raising the profile of clinical psychology among

underrepresented groups through giving talks at schools, sixth form colleges, universities and local events. Two participants recommended an investigation into the causes of the low racial diversity in clinical psychology and one participant suggested forming a local BAME taskforce to keep working on the issue.

Discussion

Overall, the results of this evaluation have been encouraging. Those who attended the day gave largely positive feedback about their experiences, saying that they found the day friendly and welcoming, had been able to network and connect with others and had experienced the representation of BAME people in psychology positively. Attendees of the day also reported learning a great deal on the day and feeling more confident about applying for training as a result. It should be noted, however, that learning was only assessed via self-report, and the research evidence of the reliability of self-reported learning outcomes is mixed (Benton, 2013; Snibsøer et al. 2018). Feedback from the facilitators of the day was also positive, most reported feeling that the structure and the content of the day had worked well, as had the range of perspectives shared in the presentations. Like attendees, facilitators remarked on the positive atmosphere on the day, and felt that the opportunities for informal conversation and connection were helpful.

There was also consistency between the attendees and facilitator's constructive feedback. Both attendees and facilitators reported a lack of focus on BAME issues, and felt that the topics covered on the open day had been more general. An attendee and a facilitator both felt that a discussion about why BAME people may be underrepresented in clinical psychology was missing from the day. There was also agreement between the two groups of participants that more practical support is needed. Attendees would have appreciated having their application forms reviewed and the opportunity to roleplay interviews; facilitators suggested setting up a mentoring scheme for BAME individuals, as well a taskforce on increasing diversity on training courses.

There was also consistency between what the participants suggested were the barriers for BAME people in securing a place on clinical training, and what has been suggested by researchers. Participants discussed unequal access to opportunity compared with their White peers as a barrier. This included not receiving parental support to complete job applications, being unable to relocate for assistant psychology posts, dealing with the limiting expectations of others and not being able to afford to work in low paying roles to gain experience. The lack of representation of BAME people in the profession was also raised as a barrier, as were cultural differences in attitudes to and stigma around mental health. These points were all raised by Scior et al. (2016) as potential explanations for the low rates of BAME people in clinical psychology. The previous research as well as the results of this evaluation all suggest

that there are many and varied contributing factors, which need to be considered when planning an approach to deal with the lack of diversity in the profession.

Reflexivity

In qualitative research, it is important for the researcher to own and acknowledge their own perspective, as it is thought that their values and assumptions will impact on the data analysis (Elliott, Fischer & Rennie, 1999). I was interested in completing this research project I believe that D.Clin courses need to take actions to ensure that trainees are representative of the population. I am a clinical trainee from a White British background, so I have never experienced racism or any difficulties in my career progression as a result of my ethnicity. I attended and helped to facilitate the open day, was left with positive impressions and think that the open day was a constructive step. This could have led to me having pre-conceived notions about the data. During the interviews and analysis of transcripts I did my utmost to remain alert to my own assumptions to maintain the validity of the analysis and interpretation. It is likely that the participants were aware of my ethnic background, which could have affected how comfortable they felt raising and discussing potentially sensitive topics such as privilege and racism. This may have impacted the results of this project.

Strengths and Limitations

Sampling

Only six of the 30 attendees of the open day took part in the interviews. This means that the perspectives and viewpoints of everyone who attended were not included. The participants were all self-selected, those who had experienced the open day positively may have been more likely to volunteer to take part in the interviews. Similarly, not all facilitators completed the feedback survey and demographic information was not collected about those who did, which is a limitation of the sampling strategy.

This was one of two projects evaluating the open day, and the other project utilised quantitative methods to collect data from all attendees of the day which is a strength of the sampling strategy of the evaluation as a whole.

Data Collection

The interview topic guide was developed in accordance with Kirkpatrick's (1975) model of evaluation, but as the Kirkpatrick Levels were used to structure the analysis of the transcripts this method could be regarded as circular, and a limitation of the project.

The interview attended the open day as a facilitator and spoke with many of the participants on the open day. The participants knew that they had met the researcher on the day, which is evident in this quote from participant one:

“Being able to have the opportunity to speak to students such as yourself.”

It is likely that the knowledge that they were being interviewed by a person who had helped to organise and facilitate the open day would have influenced the way that the participants spoke about it.

The feedback questionnaire sent to facilitators did not include demographic questions. This is another limitation of data collection, as it would have been helpful to have more information about those who had completed the form to contextualise the data.

Analysis

Use of the Kirkpatrick framework in the analysis of the data could be regarded as a limitation of the analysis due to the potential for circularity, as above.

A strength of the analysis is that quality checks were completed. The transcripts, themes and subthemes were reviewed and refined in a meeting with the project supervisor and project commissioner.

Recommendations

The following recommendations are based on the analysis of interviews with the attendees, suggestions from the facilitators and the research into the efforts of other D.Clin courses to improve diversity:

- 1) The design of this evaluation was unable to answer whether the open day fulfilled the results criterion of the Kirkpatrick evaluation framework, therefore continued monitoring of ethnic diversity is needed to assess this and measure and address inequalities.
- 2) The open day should be held again. Future open days should:
 - Have a greater focus on BAME specific issues in clinical psychology, and include discussion regarding why people from BAME backgrounds might be underrepresented in the profession
 - Include opportunities for reviewing attendee application forms and roleplaying interviews, if possible
- 3) The causes of the underrepresentation of BAME people within clinical psychology are multiple and complex, and the open day should be seen as the beginning of DCP Yorkshire and Humber’s efforts to address issue rather than the end. The open day needs to be followed up, to ensure that it was not a tokenistic gesture. This should be

discussed in regular meetings between the three Yorkshire and Humber D.Clin courses. Possible future actions could include:

- Setting up a mentoring scheme for aspiring psychologists from BAME backgrounds
- Outreach work to sixth form and undergraduate students to raise the profile of clinical psychology in underrepresented communities
- Conducting a review of the Yorkshire & Humber courses selection processes, to test for any bias or discrimination in the procedure.

Dissemination

- This evaluation was presented at the University of Leeds D.Clin SEP conference, on the 26th of October 2018 with a poster which is included in Appendix 4.
- The poster was presented at the 2018 Group of Trainers in Clinical Psychology conference in Glasgow.
- An abridged report is being prepared, which will be shared with all facilitators and attendees of the open day.

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Appendices

Appendix 1: Information Sheet



You are being invited to take part in a service evaluation project. Before you decide whether you would like to take part, you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Take your time to decide whether or not to take part.

What is the purpose of the study?

This service evaluation project aims to evaluate the Leeds Clinical Psychology Course open day, to explore what went well and what could be improved for future years.

Why have I been invited?

You have been invited because you have indicated that you plan to attend the open day, and all attendees are being invited to take part.

Do I have to take part?

No. Participation in the evaluation is entirely voluntary. You are asked to read this information sheet to help you decide whether you would like to take part. If you choose to take part, you have the right to withdraw from the interview at any time, without giving a reason. You are under no obligation to answer any of the questions in the interview. If you do not wish to answer a particular question, let the researcher know and they will move onto the next question.

After you have completed the interview, you can request that your data be removed from the study. To do this, please contact the lead researcher, Daisy Walton whose contact details can be found at the bottom of this page. Please note that you can only have your data removed from the study if you request this up to one week after you have completed the interview. It will not be possible to remove your data after one week, as the analysis of transcripts will have begun.

What will happen to me if I decide to take part?

If you decide you would like to take part in the evaluation, you are asked to click “next” at the bottom of this page and provide your contact and demographic details. After the open day has taken place, the researcher may contact you by email, to arrange a mutually convenient time for you to take part in a telephone interview discussing your experiences of the open day. The interview is expected to last approximately 30 minutes. This telephone interview will be recorded and used in the evaluation.

Not everyone who consents to taking part in the evaluation will be contacted.

What will I have to do?

If you consent to taking part in the evaluation, and are selected to take part, you will be invited to take part in a telephone interview with the researcher, a student on the University of Leeds Clinical Psychology programme. In this interview you will be asked to talk about your experience of the open day, whether you found it helpful, and what you think could have gone better. You will also be asked about what you think the barriers are for aspiring trainees from BAME backgrounds, and whether you believe that the open day addressed these adequately.

What are the possible risks and disadvantages of taking part?

It is possible that you may find taking part in the interview upsetting or difficult. You have the right to end the interview at any time, without giving a reason. You also have the right to pause the interview and complete the remainder at a later time if you so wish.

What are the possible benefits of taking part?

Taking part in the evaluation will not benefit you personally, but it is thought that this evaluation will help the Clinical Training Programme at the University of Leeds improve the open day for future attendees.

What if there is a problem?

If you have a concern about any aspect of this study, you should contact the researcher, Daisy Walton, who will do their best to answer your questions. The researcher's contact details can be found at the bottom of this page. If you do not wish to contact the researcher directly about any concerns, you can contact their supervisor Thomas Cliffe or the project commissioner Tom Isherwood, whose details are also at the bottom of this page.

Will my taking part in the study be kept confidential?

All information which is collected about you during the course of the research will be kept strictly confidential. Your contact details will be stored on the Online Surveys system, which is a secure system approved by the University of Leeds. The interviews will be recorded and transcribed, and these will be stored securely on the University of Leeds M: drive, alongside a unique participant number with no identifiable information. The evaluation report will be submitted as partial fulfilment of the researcher's Doctorate in Clinical Psychology qualification at the University of Leeds. This Service Evaluation Project will also be presented at a conference, attended by all trainees and staff on the Clinical Training Programme at the University of Leeds. No identifying information will be included in the report or presented at the conference.

What will happen if I don't carry on in the study?

If you consent to taking part in the evaluation, but change your mind about participating, you are under no obligation to take part in the interview. If you are contacted by the researcher and invited to take part, you can decline this invitation without giving a reason. If, during the interview, you decide you no longer wish to take part, you can end the interview at any time without giving a reason. You can request that the data collected from you is not used in the report, and the recording of the interview will be destroyed. Please note that if over one week has passed after the interview you will not be able to request that your data be removed from the evaluation, as analysis will have begun.

Who is organising or sponsoring the research?

This research is being carried out as part of a Doctorate in Clinical Psychology at the University of Leeds. The researcher is Daisy Walton contact details can be found below.

Who has reviewed this study?

This study has been reviewed by the University of Leeds School of Medicine Research Committee.

How do I take part?

You can take part in this study by completing the consent form on the following page, and clicking "next" to input your contact details. You have until the open day to decide whether you would like to take part so you do not have to do this immediately.

Appendix 2: Consent Form



- I confirm that I have read and understood the information sheet for the study
- I understand that my participation is voluntary, and that I can withdraw at any time without giving a reason
- I understand that if I choose to take part in this evaluation, I may be asked to complete a telephone interview which will be recorded and transcribed
- I understand the feedback I give in the telephone interview is anonymous
- I understand that my decision to take part in the evaluation, and the feedback I give about the open day will have no effect on my chances of securing a place on any clinical psychology training course, as all responses will remain confidential.

If you understand the information provided, and consent to taking part in the evaluation please click “next” and enter your demographic and contact details on the next page.

Appendix 3: Interview Topic Guide

Introductory Questions

Confirm Identity – By checking name. Verbal Consent - Remind participants of confidentiality. Repeat to participants that they are under no obligation to answer any questions that they do not wish to, and that they have the right to stop the interview at any time without giving a reason, or to pause the interview and return to it later.

Ask participants whether they consent to taking part in the interview.

Before The Open Day

What were you hoping for from the open day?

Potential follow up questions: What topics did you hope would be covered? What were you expecting?

Was there anything about the open day that you worried about before attending?

Potential follow up questions: What was it? How did you feel about the open day before you attended?

Experience of the Open Day

How would you describe the experience of attending the open day?

Potential follow up questions: What was attending the open day like? How did attending the open day feel?

Can you describe what you found helpful about the open day, if anything?

Potential follow up questions: Which part did you find most interesting? * What was enjoyable about attending the open day?

Can you tell me about what you learnt at the open day, if anything?

Potential follow up questions: Did you learn anything about the Leeds Course that you didn't know before? Did you learn anything new about applying for clinical psychology?

Effects of Attending the Open Day

Did attending the open day change how you feel about pursuing a career in clinical psychology, if so how?

Potential follow up questions: Do you feel more or less confident that this is the career for you? Do you feel differently about clinical psychology as a possible career?

How do you feel about writing a clinical psychology application, and has this been changed in anyway by attending the open day?

Potential follow up questions: Did attending the open day make the application forms clearer? Do you feel more or less confident in your ability to write an application form for the course? Do you feel you learnt more about what makes a good application form by attending the open day?

How do you feel about attending a course interview, and has this been changed in anyway by attending the open day?

Potential follow up questions: Did attending the open day help you to know what you might expect at an interview? Do you feel more, or less confident in your ability to do well in an interview for the course? Do you feel that you have learnt about what makes a good answer to an interview question at the open day?

After attending the open day, is there anything that you will do differently to try and get a place on training, and if so, what?

BAME Specific Aspects of Open Day

What do you think the barriers are, for people from BAME backgrounds pursuing a career in clinical psychology?

Potential follow up questions: *What do you think could make it harder for people from BAME backgrounds to secure a place on a course? What could get in the way of people from BAME backgrounds getting the necessary qualifications and experience in order to get a place?

Do you think that the open day addressed these, and if so how well?

Potential follow up questions: Do you think that the open day was relevant for aspiring clinical psychologists from BAME backgrounds? (If so why) Do you think that the difficulties that people from BAME backgrounds might experience were addressed?

Constructive Feedback

Was there anything that you were hoping would be covered in the open day which wasn't? If so what?

Was there anything that was unhelpful about the open day? If so, what?

What was your impression from the Leeds course after attending the open day?

Is there anything else that you would like to tell me about your experience of the open day?



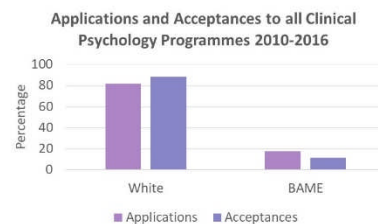
A Qualitative Evaluation of the DCP Yorkshire & Humber BAME Open Day

SEP Conducted by Daisy Walton, Commissioned by Dr Tom Isherwood and Supervised by Dr Tom Cliffe

1. Introduction

People from BAME backgrounds are underrepresented on Clinical Psychology Training courses in the UK.¹ This is despite psychology being a popular undergraduate degree choice for BAME individuals.² The Department of Health states that it is important for health care workers to represent the populations they serve.³

Therefore, the DCP Yorkshire and Humber organised an open day for aspiring clinical psychologists from BAME backgrounds, this took place in August 2018.



2. Aims & Research Questions

The aims of this SEP were to evaluate the day and answer the following questions:

- How did attendees experience the open day?
- Did they learn anything useful?
- Will they do anything differently to get a place on training?
- How could the open day be improved for the future?

3. Method

- Six attendees of the open day were interviewed by the researcher 2-4 weeks after the open day
- Interviews were conducted over the telephone using a semi-structured format
- Data were analysed using thematic analysis⁴ with reference to the Kirkpatrick model of evaluation⁵

Part 1. Kirkpatrick Evaluation:



"I loved it, I genuinely loved it"

"I definitely learnt a lot"

"I'm definitely changing my application"

TBC - Through continued monitoring of applications and acceptances to Yorkshire courses

Part 2. Thematic Analysis:



5. Discussion

- Participants experienced the open day as being helpful and positive
- Participants felt more confident and enthusiastic about applying for clinical training after the open day
- The power of representation at the open day was discussed by the majority of participants
- Feedback on the coverage of BAME aspects of the open day was mixed
- Attendees would have liked to review applications and roleplay interviews on the day
- The impact of the open day seemed quite profound!

6. Recommendations

- To run the open day again
- Continued monitoring of ethnic diversity to measure and address inequalities
- Future open days to include interview practice, information about funding and give more space for discussion on BAME specific issues

7. References

- ¹ Clearing House. (2018). Equal Opportunities. Retrieved from <http://www.leeds.ac.uk/chpccp/qualopp.html>
- ² Turpin, G., & Coleman, G. (2010). Clinical psychology and diversity: Progress and continuing challenges. *Psychology Learning & Teaching*, 9(2), 17-27.
- ³ Department of Health. (2003). *Delivering race equality: A framework for action*. Consultation document. Retrieved from <http://www.etri.leeds.ac.uk/document/resources/frameworkforaction.pdf>
- ⁴ Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- ⁵ Kirkpatrick, D. L. (1975). *Evaluating training programmes*. McGraw Hill Education.