



Annie Lloyd

CV,Career History and Overview - UKCP registered Psychotherapist,Facilitator, Supervisor, Lecturer. Individuals and Couples.

# Contact Details



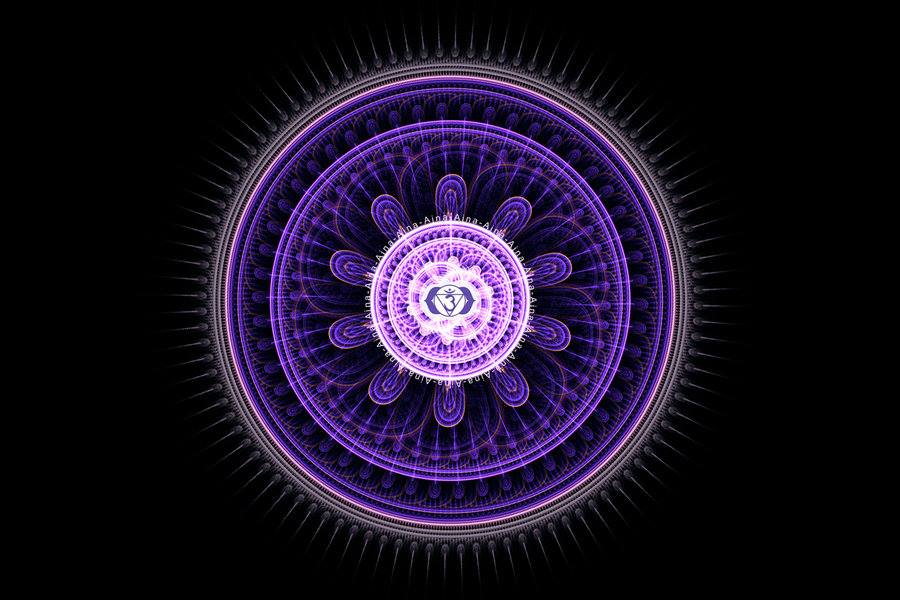
The Turning Point

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## The Studio at The Turning Point – Art Is Medicine

Sheringwood, Beeston Regis, Norfolk, NR26 8TS



## Email , Web and Admin

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EDUCATION

1970 – 74 St Gabriel’s College London University

B.Ed (1.1) Education & English.

St. Gabriel’s was an extremely progressive educational establishment (now integrated into Goldsmiths College) where I was lucky enough to be invited to be the student representative on their Board of Governors whilst studying.

It has laid the foundation for my work as an educator offering a creative and progressive approach to both teaching and ..working with children.

1979-81 Lincoln Clinic London (attached to the Tavistock )

Extended Certificate in Counselling For the Caring Professions. (PG)

1984-86 Centre For Counselling & Psychotherapy – London

Dip. Psych 1981- 83. ( Transpersonal and Eclectic approach )

1987-88 Advanced Diploma in Psychotherapy

1988-89 Diploma in Supervision. (Transpersonal )

Hakomi Institute - Boulder Colorado U.S.A.

1984-87 Diploma in Hakomi Method ( Body-centred psychotherapy based on MIndfulness)

Individuals

1997 Teacher’s Certificate

Hakomi Institute Heidelberg Germany

1996- 97 Diploma in Hakomi Method – Couples.

PROFESSIONAL MEMBERSHIP: UKCP

Linkedin - Annie Lloyd. Blog - Annielloyd.co.uk FB Annie Lloyd & ArtisMedicine

EARLY CAREER

Prior to working as a psychotherapist, I was a dedicated secondary school teacher teaching English to O & A level. I held the ideal that every child was entitled to GCE

in English Language if it was their mother tongue.

In my first year of teaching, there were 23 Grade A’s in English in the whole year,

21 of those were from my classes. Every child in my classes throughout my career

of teaching English, passed with a Grade C or above with no 'Failures'.

After the birth of my first child, I decided to change course and begin the process

of re-qualifying. Having gained A level psychology, my focus was on why

children fail to learn…..This continues.

I was fully supported in this by my then headmaster and Hampshire County Council.

As a result I was the first teacher to get funding to provide counselling to children

in school (1984).

At this time the move in secondary eduction was made to GCSE as a means of

final assessment. I identified a consequence of this was that huge extra stress

was put on students and staff with the continuous requirement of a two year

assignment programme and continuous assessment involved in the new

curriculum and still final exams. In response to this need, I started a lunchtime stress management club that became popular with both students and staff.

I was subsequently invited to deliver a series of presentations of my research findings to the Psychology and Education Departments of Reading University where we developed the further programme.

Personally, In order to concentrate on re-qualifying, it was necessary to teach

a less academic subject that was more related to counselling. I took over a subject called Family Concern, which was a subject which appealed to those pupils who were not expected to get many, if any, academic qualifications.

Not only did the classroom where the subject was taught, become a resource for the whole school but also a place where pupils who were having problems gravitated. Every one of those pupils in this subject passed GCSE Grade C and above in this subject. **I must stress that these results were so spectacular because**

**of the support and vision of both the headmaster and the heads of department who were involved with me.**

RELEVANT CAREER HISTORY

Centre for Counselling and Psychotherapy Education -

Beauchamp Lodge,

Warwick Crescent,

London, WC3

0207 266 3006 (Director – Nigel Hamilton)

Core Facilitator-Trainer and Supervisor - 1994 – 2010

During this time I responsible for:

* Teaching the Body-centred component to *all* students and offering the opportunity to learn more in their 4th Year specialist choices.
* Supervising the four year Diploma course
* Offering individual tutoring with students’ final year Diploma projects & Masters theses.

The 4 year diploma ( with optional Masters Degree attached) ran with

around fifty-five students and continued to have a regular annual intake.

The centre offered two Foundation Skills programmes and two Masters Degrees –

one in child & adolescent psychotherapy, and the other in Transpersonal

research related topics.

During the years of working at C.C.P.E. I offered ongoing Post Grad CPD groups and many additional CPD workshops including work on dreams.

These were groups of experienced therapists who met every 6 weeks for a whole day

whose specialist practices were in business consultancy, film & media, and industry,

working with traumatised, vulnerable adults & children.

The commitment was to ongoing, open-ended, experiential work to develop

members’ group facilitation skills and the exploration of gender psychology and

its relevance to the work place.

Prior to illness, as a result of complications from surgery, I was responsible for all aspects of the supervision for the entire four-year diploma. My return to health

some 15 years ago coincided with my decision to move to Norfolk and I have chosen

not to return to this task or indeed working again in practice in London.

SUPERVISION – MAP Chantry Road, Norwich - 2003 – 2007.

The Mancroft Project is a charity with an established reputation which provides extensive support to young people between the ages of 18 – 24 within Norwich. I supervised three of their counsellors for over four years.

PRIVATE PRACTICE – From Home at The Turning Point and also in London.

1986 – 2011 and To Date

Since opening my practice in Norfolk and, as a direct result of referrals

from the local Sheringham Health Centre, my interest turned to exploring ways

to resolve the high incidence of Post Natal Depression locally.

I also did a small amount of group work and supervision with a women’s refuge in Lowestoft.

As part of my work, I offer **Autogenics Training** as an effective method of stress management, Human Givens Fast Phobia and Trauma Treatment and Couples Therapy.

In direct collaboration with Reading University's Psychology Dept., a stress

management programme was developed to offer to people working within

the Caring Professions and the people they were involved in working with.

I have been called upon on numerous occasions to provide conflict resolution within professional bodies and businesses at their highest levels and, after successful resolution, offer restorative team building.

I have been invited on numerous occasions, to present my way of working to UKCP, EAP, men’s groups and the Expert Witness network at their conferences and also to Children’s Services social workers and other professionals.

I supervise a number of senior psychotherapists who practise in the UK.

I have regularly run professional development workshops CPD courses and individual mentoring courses.

I am currently engaged in hosting professional workshop weekends (for example EMDR for experienced psychotherapists) this year.

In collaboration with many other professionals including Coralie Mansfield (Anglican Priest and fellow member of Art and Spirituality Movement) I have held and overseen several retreats in Spain, Swizterland, Italy and New Zealand developing the unique relationships between art, creative expression and our expanding consciousness.

I have a long held interest in sculpture that has allowed me to study with:

Sheila Bone - Royal Society of Sculptors

Gertroude Goodwin – Anthroposophical Sculpture Therapist and Teacher with whom I studied sculpture therapy. Some of this work is integrated into my work.

Wolverhampton University Glass Department staff have been crucialy important to my achieving the outcomes I have in much of my work to date .

I have been involved in exhibiting my work professionally for the last 18 years and

I have devised and managed several community building art installations in W Sussex and worked on a project for Sheringham Regeneration Committee for the town.

I have worked on several projects for town centre installations including my passion…”The Tree of Wisdom” which I am hoping to install at The Turning Point within the next 18 months.

PREVIOUS AND CURRENT RESEARCH PROJECTS

* A workbook on the role of grand parenting in a modern society.
* Working in collaboration with a fellow psychotherapist researching

**the use of flower essences in psychotherapy**. This involved teaching

counselling skills on a flower essence practitioners training and offering a series of flower essence and personal growth related workshops.

* The use and value of *ritual* and *working* in Nature in women’s groups with special interest in the treatment of trauma. This took the form of an ongoing group which ran for 7 years.
* A project in Beijing PRC addressing the impact of the One Child Policy on families where the parents have worked or trained abroad and, as a consequence,

look for a broader approach to parenting beyond Chinese traditional values. The Bejing Baby Academy ran successfully for over two years and was handed onto to my senior management staff when I left China to return to the UK to continue research.

* I have developed my own body-centred/transpersonal method of working with Dreams called, **Dancing The Dream,** and have used this method in collaboration

with Marion Woodman, the internationally renowned Jungian therapist as well as on a number of retreats and associated workshops.

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* **Art Is Medicine.** This project developed as a result of my long stay in hospital many years ago now. A desire emerged in me to attempt to bring therapeutic help where little currently existed, through the installation of three-dimensional art work that had an impact of giving people an external focus to put and place their attention on and into when “*in extremis*” then offering accompanying, very simple guidelines that everyone could both understand and share. These forms and the instructions offer the oportunity for inner work to support the healing and relief from the emotional distress that results from illness should a person choose to engage with them. It succeeds in bringing a form of effective support into environments where traditional psychotherapy cannot extend or is indeed, not appropriate, to patients, their friends and families and staff alike. Switching off sympathetic arousal and regaining the receptivity to be open to external support becomes a tangible and therefore real possibility. In location, these static forms enhance that area and provide a more subtle healing presence that have been proven to have a magnetic influence drawing people towards them to spend contemplative time and reconnect ot their innate wisdom.
* Indeed entire buildings have the ability to lift a person’s emotional state and help them begin to see their world differerently. The recently opened Studio at the The Turning Point is a fine example of this. See [www.artismedicine.co.uk](http://www.artismedicine.co.uk) for more details.

This project continues……….

* My professional career is participative research in progress paying particular attention to the mind/body/spirit interface.

This in turn connects naturally to Deep Ecology. Wellbeing leads naturally to the desire to protect the environment and allow the receptivity to how Nature is set up to support and regain health and healthy thinking.

* Since 2005 in Norfolk I have been focussing more on the impact of Early Developmental Trauma on Children taken into Care.

Currently there is a ‘**Think Tank’**  which I have started called **At The Coal Face**. This consists of a group of professionals specialising in the areas of Childrens Services and Child and Adolsecent Mental Healh Services. We have been addressing what genuinely works and how to achieve a new pathway in EDT as part of what CAMHS offers. In addition I designed a Triage Group to help adoptive parents understand the issues they will face when parenting their children and help them get the necessary psycho education.

It is anticipated that, in due course, once the initial pilot is complete, this will then be offered more broadly to the caring professions.

COMMENTARY

I feel it is important to stress that, whilst I have done many things congruent with my career being a vocation, I find my work with children remains at the centre of it along with being part of a mutually supportive team of those people involved in helping them.  Perhaps what unites us is the desire to help children by helping them:-

* **Acquire the skills to manage their lives;**
* **Develop the belief in their ability to take their place in a compassionate community.**
* **Learn how to keep themselves safe and discriminate how to make better choices with the siutations they face.**

As well as empowering children to develop their powers of discrimination to move away from those elements that are a potential for sabotaging their efforts, there is much more to be aware of in terms of the consequences of their early experiences. So much of their past experience remains alive in their somatic memory and succeeds in destroying their sense hope and belief in themselves by setting up distorted psychologically constructed attempts to prevent further damage.  In my opinion, this is very much to do with an incomplete developmental journey which affects their ability to form attachments and the proven reality of neurological consequences of trauma.

Fundamentally, I find now within me a deep duty of care towards children that has intensified with becoming a grandparent. I also find a keen interest in exploring beyond what is currently sometimes called 'secondary trauma'. Evolution has put children at the centre of society – at the centre of our system. This is a system which is trying to heal its individuals from old trauma and which reward us with greater power to choose as we become more self aware. The survival brain holds very different realities from our human minds and true body-centered Mindfulness is the key to change. Children who are traumatised causes intra psychic interlocking between them and the people currently trying to help them. Their inability to be receptive to that help has much broader consequences for everyone around them much like the ripples created in water when a stone is thrown into it.

Finding how the system is affected leads us to the opportunity for transformation for so many more people than the child with the original damage.

In recent years, I have turned to neuroscience to help me construct simple maps that address how the different brains: reptilian; mammalian (limbic); human can be understood and encouraged to work more collaboratively allowing past trauma to be left behind and for new patterns to be developed.

I use Mindfulness, CBT, a form of EMDR from Hakomi, Kinesiology, sound work. story telling, IFS and Art Therapy models along with the use of ritual and many forms of relaxation/stress management techniques..

By seeking out “missing experiences” a simple distillation of the complex emerges. Experiments emerge which support our natural predisposition to regain the path Evolution has devised once that missing experience has been added.

Underpinning it is the skill of Mindfulness that I have been practising and teaching for more than 35 years.

Crucially, understanding how a child's developmental journey has a major impact on the life the adult subsequently leads underpins my approach to working as a therapist.

*A bad start does not have to condemn anyone, providing*:

**a): the system now surrounding us is safe, supportive and welcoming;**

***and,***

**b): we are supported in developing skills that were not present at the time of the damaging impact of either unwelcome, unhealthy external experience or absences i.e neglect**.

Since leaving behind my role as senior trainer/ facilitator/ supervisor  at the Centre for Counselling Centre in London to devote time to the needs of my family and give time to my own overtly creative work, the major part of my professional life has been involved with developing methods of working that actually make a positive and constructive difference to the empowering of children, who have been taken in Care, to improve their lives.

So far 14 years of work have gone in to this.   I am keen to continue with this for very much the same reasons as I began my career as a secondary school teacher nearly 40 years ago, but hopefully with a more mature and compassionate understanding of the whole system than I had then.

As a skilful and experienced supervisor, I see some of my future work will involve helping others in the caring professions extend their awareness and offering ongoing opportunities for supervision beyond what is currently available. In my view there is now a need for all of us in the Caring Professions to become therapeutic professionals.

It has been my great good fortune to be invited to be involved in many new projects that have subsequently been identified as being major contributors to expanding the boundaries of our understanding of human potential.

I find myself to be innovative, heart-orientated and aware: comfortable working with groups and individuals as a facilitator and equally at ease as team member.

Annie Lloyd.

*“Never believe that a few caring people can't change the world. For, indeed, that's all who ever have. Margaret Meade - anthropologist*