Interprofessional Practice-Based Learning for Clinical Psychology Students
PsyD Program, Department of Psychology

April 24, 2015
Psychology IPPL Team
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- Adam Reid, BA, MASP, Research Coordinator, CCPHE
Introduction

- Introduction of presenters
- Critical thinking as a crucial component
- Significant literature that supports the need for and benefit of collaboration between health professionals
- Collaboration is key in safe, effective patient care
Learning Objectives

Upon completion of IPPL, students will be able to:

• Identify the IP competencies for their own profession.
• Recognize the value of teamwork in fostering safe and high quality patient care.
• Identify the enablers and barriers to collaborative practice.
• Identify the impact of effective and ineffective team interactions.
• Identify their personal conflict resolution style and the potential impact this may have on their interaction with others.
What is Interprofessional Practice?

Definition:
“when two or more colleagues from different disciplines coordinate their expertise in providing care to patients/clients” (Farrell et al., 2001)

- Not Multidisciplinary

- Your IP experiences?
  - Best
  - Worst
Team Functioning
## Characteristics of Effective IP Teams

<table>
<thead>
<tr>
<th>Feature of a Collaborator</th>
<th>When It Doesn’t Work…</th>
<th>When It Works…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>Mediocrity is encouraged amongst team members</td>
<td>Team members want to perform and improve</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>Conflict occurs because difference is viewed as threatening</td>
<td>Team members feel safe sharing opinions and ideas</td>
</tr>
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<tr>
<th>FEATURE OF A COLLABORATOR</th>
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<tr>
<td>Autonomy</td>
<td>Team members feel underappreciated and are underutilized</td>
<td>Team members are confident of each other’s skills and expertise</td>
</tr>
<tr>
<td>Role Clarity</td>
<td>Assumptions are frequently made, leading to conflict, misunderstanding, or error</td>
<td>Team members understand their own and others’ roles and responsibilities</td>
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<tr>
<td>Communication</td>
<td>Confusion and / or duplication occur</td>
<td>Information sharing is proactive, clear and direct among team members</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Role boundaries are inflexible, team members are hesitant to ask for help</td>
<td>Team members actively help and appreciate each other</td>
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<td>Coordination</td>
<td>Team is slow to respond, there is redundancy</td>
<td>The right person is doing the right job at the right time</td>
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<tr>
<td>Responsibility</td>
<td>There is no commitment to the team or the outcome</td>
<td>Mutual support among team members</td>
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<td>Transparency</td>
<td>Information is withheld</td>
<td>Information is shared freely among team members</td>
</tr>
<tr>
<td>Trust &amp; Respect</td>
<td>Team members feel protective of own role and suspicious of others’ intentions</td>
<td>Team members have confidence in each others’ intentions and skills</td>
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Why is interprofessional collaboration “hard” for students?
Challenges in IPPL for Students

- Student is a new team member-repeatedly and in rural practicum in a very different environment
- Have to get to know staff, their roles, how they work and how they want the student to work
- Have to figure out the dynamics of the team, where they fit and how they can be helpful
- Especially challenging if team is dysfunctional
  - How to be assertive and respectful
  - How to deal with conflict
Case Study

- You are a doctoral student
- Outpatient services clinic team:
  - registered psychologist; social worker; dietitian; mental health nurse; occupational therapist; and physician.
- Patient: Mrs. Helen Brown
- Depression
Case Study Questions

What course of action would you take? Why?
Conflict Management

But... I thought...

Guess what? You were wrong!
# Preventing Misunderstanding

## Behaviours to Prevent Misunderstanding

<table>
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<tr>
<th>Behaviour</th>
<th>How</th>
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<tbody>
<tr>
<td>Clarifying ambiguity</td>
<td>- Limit uncertainty by asking questions</td>
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<tr>
<td></td>
<td>- Share all relevant information people need to know in order to take informed action</td>
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<tr>
<td>Knowing the limitations (yours and others)</td>
<td>- Ask for help when you need it or are unsure</td>
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<tr>
<td></td>
<td>- Ensure the opportunity for others to share their personal and professional limitations</td>
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<td>Setting ground rules</td>
<td>- Know how decisions are made</td>
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<td></td>
<td>- Determine how the team functions, including direction and priorities</td>
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<tr>
<td>Being open to the perspective of other team members</td>
<td>- Respectfully acknowledge others’ viewpoint</td>
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<td></td>
<td>- Listen to others’ opinions with understanding and interest, rather than evaluation</td>
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## Managing Difference

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<th>BEHAVIOURS TO MANAGE DIFFERENCE</th>
<th>HOW</th>
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<tr>
<td>Viewing difference as an opportunity, not a problem</td>
<td>▪ Recognize that difference is inherent in any health care team but can improve decision making and be constructive.</td>
</tr>
<tr>
<td>Identifying and accepting difference</td>
<td>▪ Know the possible sources of difference</td>
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<td></td>
<td>▪ Respond to difference early and directly, ensuring team members can openly share their opinions</td>
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<tr>
<td>Being open to being wrong</td>
<td>▪ Take time to reflect on your actions and intentions</td>
</tr>
<tr>
<td></td>
<td>▪ Offer and accept apologies, when necessary</td>
</tr>
<tr>
<td>Focusing on issues, not personalities</td>
<td>▪ When identifying an issue or stating your position and interests, use “I” statements rather than “you” statements (i.e. “I am frustrated with the timeline being suggested.”)</td>
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<tr>
<td></td>
<td>▪ Concentrate on data, facts and objectives criteria</td>
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Resolving Conflict

Effective negotiation of conflict follows a series of steps

1. Identify and clarify interests underlying the conflict
2. Actively listen
3. Acknowledge others’ viewpoints
4. Seek common ground
5. Reach agreement on next steps

Exercise: Personal Reflection

Individual

- Complete the “What's your conflict management style” questionnaire
  - Hamilton’s measure
- What is your conflict management style?
- How do you think your conflict management style can impact team functioning?

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* Note: Copyright permission was received for use of this questionnaire
The Competing Shark
• Forcing or competing CM style
• Disadvantage: May breed hostility and resentment
• Advantage: Speed - if shark's decision is correct, results in a better decision without compromise

The Avoiding Turtle
• Avoiding or withdrawing conflict management style
• Disadvantage: Conflicts remain unresolved, overuse of the style leads to others walking over them
• Advantage: May help to maintain relationships that would be hurt by conflict resolution

The Accommodating Teddy Bear
• Smoothing or accommodating conflict management style with an emphasis on human relationships
• Disadvantage: Giving in may not be productive, bear may be taken advantage of
• Advantage: Accommodating maintains relationships

The Compromising Fox
• Compromising conflict management style; concern is for goals and relationships
• Disadvantage: Compromise may create less than ideal outcome and game playing can result
• Advantage: Relationships are maintained and conflicts are removed

The Collaborating Owl
• Collaborating or problem confronting conflict management style valuing their goals and relationships
• Disadvantage: Takes a great deal of time and effort
• Advantage: Both sides get what they want and negative feelings eliminated
Collaborative Competencies
Psychology Collaboration and Competencies

- CPA Code of Ethics
- CPA Practice Guidelines for Providers of Psychological Services
- NL Psychology Board’s Standards of Professional Conduct
  - Several references to collaboration and consultation in all 3 documents, few with specific reference to colleagues in other disciplines
- Mutual Recognition Agreement
  - No stand alone collaboration competency domain
- CIHC National Interprofessional Competency Framework
  - For all professions
• Reflection is a valuable tool in adult learning
• Important to discuss with your clinical faculty supervisor any issues/concerns you have regarding interprofessional practice
• IP competencies in your CRJ will be discussed with psychology faculty supervisors during the practicum
Competency Reflection Journal (CRJ)

- A short entry is required each week
- Each week’s entry centers on a specific competency
- Each competency is discussed at weekly meeting with supervisor
- You can revisit and revise your comments
- The final week’s entry draws upon previous weeks’ reflections

<table>
<thead>
<tr>
<th>Week</th>
<th>Competency</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Roles and Responsibilities</td>
</tr>
<tr>
<td>2</td>
<td>Patient / Client / Family Centred Approach</td>
</tr>
<tr>
<td>3</td>
<td>Communication</td>
</tr>
<tr>
<td>4</td>
<td>Conflict Management / Resolution</td>
</tr>
<tr>
<td>5</td>
<td>Collaboration</td>
</tr>
<tr>
<td>6</td>
<td>Team Functioning</td>
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To Record and Submit CRJ

• You will receive an email invitation providing survey URL
• Online instructions to navigate CRJ
• Save your entries each week; do not ‘Submit’ until after the final week’s reflection
• CRJ reflections are confidential
• Allowing the CRJ to be used for research is optional
Support Material on D2L

1. Log in to D2L (http://online.mun.ca)
2. Select D2L course IP Practice-based Learning Psychology 2015
3. See Course Content tab for instructions and support material

Note: If you experience problems with accessing D2L, contact Brenda Kirby – bkirby@mun.ca, 777-8809
Summary

• Your rural practicum experience is critical in your development as a competent clinical psychologist
  ◆ psychology specific competencies
  ◆ skills in interprofessional practice

• Your experiences will shape your interprofessional attitudes and behaviors in the future

• Keep in mind the impact of interprofessional practice on safe, effective patient care
Acknowledgements

Special thanks to:

- Centre for Collaborative Health Professional Education (CCHPE) Faculty and Staff
  - Olga Heath, Associate Professor
  - Brenda Kirby, Coordinator
  - Adam Reid, Research Coordinator
  - Danielle Stennett, Research Assistant
  - Sheila Silver, Intermediate Secretary

- Psychology IPPL Research Team

- All students, faculty, staff, supervisors
References


References


