Interprofessional Practice-Based Learning: Clinical Psychology Students

Competency Reflection Journal
Memorial University’s Department of Psychology has partnered with the Centre for Collaborative Health Professional Education in research and education activities related to clinical placements for students enrolled in the Doctor of Psychology (Psy.D.) degree program. Education activities and resources include a student presentation, small-group discussions, a student guide, and a competency reflection journal. Research activities include quantitative analysis of data collected through student surveys and qualitative analysis of student reflections.

This Competency Reflection Journal (CRJ) is designed to enhance the interprofessional and patient safety focus of your upcoming rural practicum during which, in addition to the clinical psychology skills you will develop, you will be paying particular attention to how psychologists interact with other professionals and how teamwork impacts patient safety.

The Canadian Psychology Association’s (CPA) Code of Ethics, CPA Practice Guidelines for Providers of Psychological Services, and the Newfoundland and Labrador Psychology Board’s Standards of Professional Conduct all define specific collaboration competencies expected of psychologists entering practice. These competencies have been used to guide the development of this Competency Reflection Journal. Other guiding documents include the Canadian Interprofessional Health Collaborative (CIHC) National Interprofessional Competency Framework and the interprofessional Collaborator Assessment Rubric.

This practicum will be the first clinical experience in which you will actively focus on applying what you learned through previous Interprofessional Education training with the goal of developing the collaborative competencies required by your profession and your department.
Instructions

The CRJ is organized by the competencies required for effective interprofessional collaboration. For each competency element, there are probe questions designed to stimulate thought about the interprofessional context in which you are working.

At the beginning of the practicum, you will receive an email invitation with your personal link to the online CRJ.

Each week during your supervisory seminar, your psychology faculty supervisor will discuss one collaborative competency element with you using the CRJ questions as a guide to that discussion. In preparation for that discussion, you should review and reflect on the questions for that week, discuss them with your clinical supervisor if appropriate, and enter your response to the questions in the online journal. You can use the “Save and Continue Later” function to save your responses. Your responses can be reviewed and revised at any time.

At the end of the practicum, you will submit the CRJ to the Centre for Collaborative Health Professional Education (CCHPE). Your psychology faculty supervisor will advise you of the due date for submitting the CRJ.

Note: Only research personnel of the CCHPE will have access to the contents of the journals which will be used for analysis purposes. Any identifying information will be removed, and only group data will be reported. Psychology faculty, staff, and preceptors will not have access to the completed Competency Reflection Journals and they will not be used for grading purposes. That is, your comments and reflections should accurately reflect your experiences during the practicum and will not affect your grade in any way.

There is an online course (via the Desire2Learn course management system) available to support this initiative. To access this course:
1. Log in to D2L (http://online.mun.ca).
2. Select Interprofessional Practice-Based Learning Psychology
3. On the Course Home screen, select the Course Content tab for instructions and background information.
Consent

Your involvement in Interprofessional Practice-based Learning research is critical to our ability to understand how to best incorporate interprofessional collaboration competencies into the practice component of your education. As part of this research, group data will be reported for dissemination at relevant conferences and journal publications. Your continued support of interprofessional education programming at Memorial University is very much appreciated.

☐ I DO NOT agree to have my journal reflections used in research.

Site Confidentiality

When entering your reflections, please ensure that identifying details are removed or edited to protect the site where you worked and the individuals with whom you worked.

Contact Us

If you experience problems with accessing, completing, and submitting the Competency Reflection Journal, contact:

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Week 1. Roles and Responsibilities

Ability to explain one’s own roles and responsibilities related to patient/client and family care (e.g. scope of practice, legal and ethical responsibilities); and to demonstrate an understanding of the roles, responsibilities and relationships of others within the team.

QUESTIONS/STATEMENTS FOR REFLECTION:

- Describe your introduction to your practice placement site.
- What factors impacted your understanding of the various roles and responsibilities of different professionals at the site?
- What about the factors that impacted your understanding of your own roles and responsibilities?
- How did you feel entering the setting, meeting all these new people and trying to gain an understanding of roles and responsibilities?
- What impact, if any, does being in a rural setting have on the development, maintenance and communication of roles and responsibilities of professionals?

Week 2. Patient/Client/Family Centered Approach

Ability to apply patient/client/family centered principles through interprofessional collaboration.

QUESTIONS/STATEMENTS FOR REFLECTION:

- What evidence did you observe of a collaborative relationship between health/social care professionals and patients, clients or family members?
- What factors contributed to the collaborative nature of these relationships? (e.g. individual practices, organizational support, the rural setting).
- What barriers restricted collaboration between professionals and patients, clients or family members?
- How might these barriers be overcome?
Week 3. Communication

*Ability to communicate effectively in a respectful and responsive manner with others ("others" includes team members, patient/client, and health providers outside the team).*

**QUESTIONS/STATEMENTS FOR REFLECTION:**

- Describe an example of *effective* communication that took place between you and others with whom you work. Be sure to include which professional roles were involved and what you felt made the communication effective.
- Remembering to include similar details in your example, describe an example of *ineffective* communication that took place between you and others with whom you work. If applicable, include a description of any conflictual communication you observed.
- What do you think could have been done to improve the effectiveness of the poor/conflictual communication you previously described?

Week 4. Conflict Management and Resolution

*Ability to effectively manage and resolve conflict between and with other providers, patients/clients and families.*

**QUESTIONS/STATEMENTS FOR REFLECTION:**

- Using specific examples, describe how you and the professionals with whom you have worked in this practicum have handled conflict.
- What evidence of respect for different perspectives have you seen in your practicum?
- What factors influenced the ability of care providers to manage conflict when working together?
Week 5. Collaboration

*Ability to establish/maintain collaborative working relationships with other providers, patients/clients and families.*

**QUESTIONS/STATEMENTS FOR REFLECTION:**

- How are collaborative relationships for providing patient/client care established between you, your preceptor and other professionals?
- Provide an example of how professionals in your site integrate information and perspectives from each other in providing patient/client care.
- What factors specific to the rural setting of this practicum influence the ability to collaborate effectively?

Week 6. Team Functioning

*Ability to establish/maintain collaborative working relationships with other providers, patients/clients and families.*

**QUESTIONS/STATEMENTS FOR REFLECTION:**

- Describe how the level of collaboration in your practicum setting influenced the quality of care provided.
- What specific strategies might improve collaboration in this setting?
- Using examples, what evidence have you seen of shared leadership in the provision of care in this setting?
- What did you and others in your setting do to plan for and mark your departure from the site?
- What implications do departures and adjournments have on teams and individuals?
Competency Element 5: Team Functioning:
Ability to contribute to effective team functioning to improve collaboration and quality of care.

QUESTIONS/STATEMENTS FOR DISCUSSION:
• Describe how the level of collaboration in your practicum setting influenced the quality of care provided and reflect on specific strategies which might improve the collaboration in this setting.
• Using examples, describe the evidence you saw of shared leadership in providing client and family care in your setting.
• Using examples, explain the barriers and enablers to becoming an integral part of the care team in your setting and how you contributed to care related discussions.

Competency Element 6: Conflict Management/Resolution:
Ability to effectively manage and resolve conflict between and with other providers, patients/clients and families.

QUESTIONS/STATEMENTS FOR DISCUSSION:
• Using examples, describe how you and the professionals with whom you have worked in this practicum have handled misunderstandings, disagreements and conflict.
• Explain how you knew whether there was respect for different perspectives in your setting.
• Discuss the factors that influence the ability of care providers to manage conflict when working together.