A GUIDE TO
Interprofessional Practice-based Learning for Clinical Psychology Students

Practicum in Rural Intervention and Interprofessional Practice
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Introduction

Memorial’s professional schools and faculties have partnered with the Centre for Collaborative Health Professional Education (CCHPE) to develop and promote interprofessional education (IPE) for health science students including those studying clinical psychology, medicine, pharmacy, nursing, social work and other allied health professions.

A key component of this project is to encourage students and their supervisors to think about interprofessional aspects of the settings in which they are learning/teaching.

This guide has been developed for clinical psychology students who are about to begin a practicum in Rural Intervention and Interprofessional Practice.

As a clinical psychology student, you will have been exposed to IPE in the classroom and in practice in a variety of settings throughout your education. The Canadian Psychological 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 reference specific collaboration competencies expected of psychologists entering practice.

During this final practicum, you will have the opportunity to work with other health professionals in the provision of patient care. You are encouraged to focus and reflect on interprofessional care and how it is practiced in the particular settings in which you are doing your placements.

This guide provides information about the specific interprofessional competencies you are expected to achieve and how to get the most out of this learning opportunity.

Having a clear understanding of the role of your own profession and learning about the other professions with whom you have contact are important first steps in collaboration. Your clinical supervisor can be a valuable role model, and it is helpful to discuss with her/him the role of the psychologist in your setting. Collaboration in health care and
community settings can involve considerable overlap in professional roles. It is important for you to become knowledgeable about (and therefore comfortable with) the skills of the other professionals with whom you will be working. Moreover, oft-overlooked contributors to collaborative care are the patient, the patient’s family/caregiver, and the community. To provide truly interprofessional care, you must incorporate the patient and family into the care plan and consider the impact of the financial, social and psychological context in which they live. Psychologists are often in an excellent position to facilitate patients’ involvement in their own care because of the ongoing face-to-face interaction with patients and families.

A key principle underlying collaborative care is the recognition that no one individual professional can be responsible for all aspects of the patient’s care; therefore, it is crucial to have confidence based on trust and respect that other professionals are capable of fulfilling their responsibilities. A clear understanding of your own role and related competencies as well as those of other health professionals will form the basis for developing respect, a necessary foundation for all successful collaborative endeavors.

Interprofessional Education is the Key to Collaborative Practice
Interprofessional Practice-based Learning

Interprofessional Practice-based Learning (IPPL) will be delivered to clinical psychology students using a blended model comprised of a workshop, supplemented by a guide and a Competency Reflection Journal organized in accordance with the competencies required for effective interprofessional collaboration as defined by the Canadian Interprofessional Health Collaborative (CIHC). Figure 1 describes the model for IPPL for the PsyD Program in the Department of Psychology.

**Figure 1** Model of Interprofessional Practice-based Learning for the PsyD Program of the Department of Psychology

- Dept. of Psychology designates final practicum (Psychology 7035) for IP focus
- Workshop for Students → Student Guide to IPPL
- Rural Practicum
  - Students reflect on Competency Reflection Journal (CRJ) questions and discuss with clinical supervisor if necessary
  - Students and psychology faculty supervisor meet and discuss CRJ questions
- Competency Reflection Journal
  - Students record and submit reflections via Desire2Learn
The purpose of IPPL is to immerse yourself in a collaborative practice setting (where you will work with other professionals in addition to clinical psychologists) with the explicit aim of reflecting on the interprofessional aspects of your experience. You will continue to develop the usual clinical psychology competencies expected by your program during your practicum. However, this experience has an additional focus which will enrich your ability to work collaboratively with other professionals, an important aspect in the provision of holistic and safe health care for your patients.

We know that psychology practicum settings are diverse and that you may not be working with a formal health care team. However, by the nature of their work, psychologists almost universally interact regularly with other professionals and patients. When you are in contact with physicians, pharmacists, health insurance managers, social workers, patients and families - all of these interactions constitute interprofessional practice. While there are many opportunities for interprofessional practice in clinical psychology settings, not all interprofessional interaction may be productive. This experience provides the opportunity for you to reflect on how you could increase and improve collaboration with other professionals and patients in your day-to-day practice.

Upon completion of Interprofessional Practice-based Learning, students will be able to:

- Identify the interprofessional competencies for their profession;
- Explain the impact of collaborating and teamwork on safe and effective patient care;
- Discuss the enablers, barriers, challenges and importance of interprofessional collaborative practice;
- Recognize healthy and dysfunctional team interactions; and
- Identify their personal conflict resolution style and the potential impact this may have on their interaction with others.
Shared Interprofessional Teamwork Competencies

Table 1 lists the six competency domains that are essential for interprofessional collaborative practice as defined by CIHC’s National Interprofessional Competency Framework.

Table 1: Interprofessional Competency Domains

<table>
<thead>
<tr>
<th>DOMAIN</th>
<th>COMPETENCY STATEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role Clarification</td>
<td>Learners/practitioners understand their own role and the roles of those in other professions, and use this knowledge appropriately to establish and achieve patient/client/family and community goals.</td>
</tr>
<tr>
<td>Patient/Client/Family/Community-Centred Care</td>
<td>Learners/practitioners seek out, integrate and value, as a partner, the input and the engagement of the patient/client/family/community in designing and implementing care/services.</td>
</tr>
<tr>
<td>Team Functioning</td>
<td>Learners/practitioners understand the principles of team work dynamics and group/team processes to enable effective interprofessional collaboration.</td>
</tr>
<tr>
<td>Collaborative Leadership</td>
<td>Learners/practitioners understand and can apply leadership principles that support a collaborative practice model.</td>
</tr>
<tr>
<td>Interprofessional Communication</td>
<td>Learners/practitioners from different professions communicate with each other in a collaborative, responsive and responsible manner.</td>
</tr>
<tr>
<td>Interprofessional Conflict Resolution</td>
<td>Learners/practitioners actively engage self and others, including the client/patient/family, in positively and constructively addressing disagreements as they arise.</td>
</tr>
</tbody>
</table>

You are not expected to achieve all of these competencies during your practicum – but we hope that you will consider them as goals to strive towards.

In thinking about collaboration in your setting, it will be helpful to reflect upon how other professionals with whom you interact are working to achieve these essential competencies.
• Do all team members/collaborators seem clear about their own roles, the roles of other professionals and the overlap?
  - It is not unusual for professionals to discover new things about each other's scope and competencies even after years of working together.

• Are patients an integral part of the collaboration; are their concerns, beliefs and aspirations being considered?
  - The psychologist interacts with the patients and families at a more intimate level than many other health professionals and thus may be in a good position to elicit information and discuss concerns. It is important to recognize that including the patient/family in decision making and keeping them informed about their health care is a key component of interprofessional practice.

If you are working as part of a formal team (e.g., in a hospital inpatient unit), it is important to recognize that for a variety of reasons, teams will be at different stages of development in terms of interprofessional practice.

• Team members leave or change their level of involvement with the team. The team must reorganize after such an event and it will take time to do so.

• Teams will function at different levels of interprofessional collaboration depending upon the nature of the illnesses that patients present with and the work that is done. Areas such as Rehabilitation, Mental Health and ICU will more easily foster interprofessional collaboration while Surgery, Emergency and Medicine may be more challenging or may simply practice a different kind of interprofessional care.

• Interprofessional collaboration in a community setting will look different than a hospital setting as colleagues may not be in the same building and there may be particular challenges to collaborating under these circumstances.

These are the kinds of issues you should think about, reflect on in your Competency Reflection Journal and discuss with your clinical and/or faculty supervisors.
Student’s Role in Interprofessional Practice-based Learning

Throughout your clinical psychology program, you have been introduced to concepts associated with collaboration, and your rural practicum is an opportunity for you to apply this knowledge in the practice setting.

The presentation on IPPL early in the semester serves to introduce you to the interprofessional component of this practicum. You are responsible for familiarizing yourself with and reflecting on the competency elements associated with the CIHC interprofessional competencies through discussion with your clinical and/or faculty supervisors, using the Competency Reflection Journal as a guide.

Competency Reflection Journal (CRJ)

Many disciplines are recognizing, as a result of work by researchers such as Schön¹ (1983) and Mezirow² (1991), that reflection is an important aspect of learning and professional development. It has been suggested that reflection facilitates the development of the expertise necessary for the delivery of high quality and safe patient care. Based upon these findings, the CRJ is a tool that was developed to encourage reflection among clinical psychology students, facilitated through discussions with their faculty and clinical supervisors, about how interprofessional collaboration is demonstrated in practice settings.

Your CRJ is based on the competencies required for effective interprofessional collaboration as defined by the CIHC. Questions are designed to stimulate thinking and discussion about interprofessional collaboration.

practice and the complexities associated with it. Because practicing interprofessionally has real challenges associated with it, you may find some of the issues *provocative*. This is intentional and these issues can represent very real barriers to interprofessional practice. We want you and your faculty and/or clinical supervisor to have dialogues about what collaboration looks like in your setting. Some of it will be positive and some of it may not - this is not problematic as long as you realize what is happening. At any particular point in time, some collaborative practice will be effective, some will have significant challenges and **most will have both strengths and challenges which you will see.** Encourage your clinical and faculty supervisors to share their interprofessional experiences with you – hearing about actual practice examples can make an abstract concept much clearer.

During your Practicum in Rural Intervention and Interprofessional Practice, **you are responsible for:**

- Reading this guide.
- Discussing the interprofessional competency elements and the associated CRJ questions with your faculty and/or clinical supervisor.
- Recording your reflections on each probe question and submitting them to CCHPE via Desire2Learn. This reflection should be based on your interprofessional practice-based learning experience and your discussions with your clinical and/or faculty supervisor.
Consent

Submitting the completed Competency Reflection Journal is a course requirement for the Practicum in Rural Intervention and Interprofessional Practice; however, you can choose not to have your reflections used for research purposes.

Your reflections will be submitted directly to the Centre for Collaborative Health Professional Education (CCHPE). 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 clinical supervisors 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.

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, and we sincerely hope that you will consent to participate in the research component.
Ideas for Interprofessional Learning Activities

Listed below are suggestions for valuable interprofessional learning experiences that you and your clinical supervisor may choose to engage in. Specific interprofessional learning activities will vary depending upon the individual characteristics of the practicum setting and factors such as the team composition (if there is a formal team), resources, student mix, models of supervision, and identified site needs.

SUGGESTIONS FOR INTERPROFESSIONAL LEARNING ACTIVITIES:

- Meet with your clinical supervisor and colleagues with whom you interact on a regular basis for a brief discussion of each profession’s role/scope of practice (if you are in a hospital setting, suggest to your clinical supervisor that you take 10 minutes at the beginning of rounds and talk about the psychologist’s role as well as the roles of others).

- Attend scheduled clinical meetings with your clinical supervisor to discuss patients. The team meeting provides an opportunity for you to observe and participate in patient discussion and contribute to the development of a patient-centered plan. You should ask for feedback on your clinical skills and participation as part of the team.

- Work with other professionals who care for the same patient(s) and participate in the development of an interprofessional patient-centred care plan.

- Shadow your clinical supervisor or another psychologist and observe her/him modeling interprofessional collaboration skills (e.g., preparing for interprofessional meetings or phone calls, encouraging participation, seeking clarification, contributing to an interprofessional plan of care, modeling respect for other professionals, and dealing with conflict) and demonstrating a commitment to patient safety. Talk about your observations with your clinical supervisor afterwards.
• In a formal team setting such as a hospital unit or an outpatient team, learn about the roles of other team members by
  1. observing them as they interact with their patients or
  2. assessing shared patients with other professionals and discussing the different roles you each have in managing the patient's health care.

IF THERE ARE OTHER HEALTH PROFESSIONAL STUDENTS IN THE SETTING (MOST LIKELY IN HOSPITAL SETTINGS):

• Spearhead the development of an interprofessional student group/team in which there is a regularly scheduled discussion of a shared clinical case. For example, each professional presents his/her findings and the group establishes a set of shared patient goals. Students review each other’s clinical notes and discuss role overlap, and different approaches to patient-centred care. In addition, you could discuss appropriate measures that as an interprofessional group you could take to increase patient safety.

• Suggest to your fellow students and other professionals in the setting that you meet for a Brown Bag Lunch. The topics for discussion are submitted by students and others and are pulled from a bag. Discussion topics focus on the relationship between collaboration, communication and patient safety.

• Suggest that students work as a team to discuss and write up best practice guidelines for a specified clinical problem that warrants an interprofessional approach to patient care outlining how these guidelines can potentially enhance patient and/or provider safety as well as the quality of patient care.

• Organize student-lead sessions designed to expand students’ knowledge of other disciplines, their role on the team, background and education, the skills they bring to the clinical setting and role overlap.
References


Other related references


Internet Links

Canadian Interprofessional Health Collaborative
http://www.cihc.ca/

Canadian Interprofessional Health Collaborative. A National Interprofessional Competency Framework:
http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf

Canadian Psychological Association. Code of Ethics:
http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/

Canadian Psychological Association. Practice Guidelines for Providers of Psychological Services:

Centre for Collaborative Health Professional Education:
http://www.med.mun.ca/CCHPE/Home.aspx

Centre for Collaborative Health Professional Education-Resources
http://www.med.mun.ca/CCHPE/Resources-for-Professional-Health-Educators.aspx

The Newfoundland Board of Examiners in Psychology. Standards of Professional Conduct:
http://www.nlpsychboard.ca/pdf/Stds%20of%20Prof%20Conduct.05.pdf