Interprofessional Practice-Based Learning for Clinical Psychology (PsyD) Supervisors

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Clinical Psychology IPPL Research Team
Psychology IPPL Team

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Introduction

- Introduction of presenters and practice supervisors
- Trust
- Confidentiality critical
- Critical thinking is a crucial component as it applies to interprofessional practice learning
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
- What does this mean in psychology?
- In your rural practice?
Your Interprofessional Practice

Your IP experiences?

- Impact of these experiences?
- PsyD students are vulnerable and any IP experience in which they are involved can have a very powerful impact
- PsyD students observing dysfunctional interprofessional interactions and feeling powerless to intervene
  - role of supervisor in processing this
Team Functioning
## Characteristics of Effective IP Teams

<table>
<thead>
<tr>
<th>FEATURE OF A COLLABORATOR</th>
<th>WHEN IT WORKS...</th>
<th>WHEN IT DOESN’T WORK...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability</td>
<td>Team members want to perform and improve</td>
<td>Mediocrity is encouraged amongst team members</td>
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<tr>
<td>Assertiveness</td>
<td>Team members feel safe sharing opinions and ideas</td>
<td>Conflict occurs because difference is viewed as threatening</td>
</tr>
<tr>
<td>Autonomy</td>
<td>Team members are confident of each other’s skills and expertise</td>
<td>Team members feel underappreciated and are underutilized</td>
</tr>
<tr>
<td>Clarity</td>
<td>Team members understand their own and others’ roles and responsibilities</td>
<td>Assumptions are frequently made, leading to misunderstanding, conflict or error</td>
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<td><strong>Communication</strong></td>
<td>Information sharing is proactive, clear and direct among team members</td>
<td>Confusion and / or duplication occur</td>
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<tr>
<td><strong>Cooperation</strong></td>
<td>Team members actively help and appreciate each other</td>
<td>Role boundaries are inflexible, team members are hesitant to ask for help</td>
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<tr>
<td><strong>Coordination</strong></td>
<td>The right person is doing the right job at the right time</td>
<td>Team is slow to respond, there is redundancy</td>
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<td>Responsibility</td>
<td>Mutual support among team members</td>
<td>There is no commitment to the team or the outcome</td>
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<tr>
<td>Transparency</td>
<td>Information is shared freely among team members</td>
<td>Information is withheld</td>
</tr>
<tr>
<td>Trust &amp; Respect</td>
<td>Team members have confidence in each others’ intentions and skills</td>
<td>Team members feel protective of own role and suspicious of others’ intentions</td>
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How does IPPL impact the Clinical Psychology Rural Practicum?
Practice Learning for PsyD Practicum Students: IPE in Action!

• Practice learning
  • An opportunity for PsyD students to apply their interprofessional learning in the workplace

• Your team and interprofessional (IP) contacts
  • Productive and positive, counterproductive and frustrating or somewhere in between
  • Your PsyD students will see this – what will they make of it?

• Supervisor's role
  • Critical in helping make sense of the IP context in which the PsyD student is learning
  • Recognition of one experience as only one instance

• Balancing IPPL with socialization into Psychologist role
Clinical Psychology Collaboration Competencies

- CPA Code of Ethics
- CPA Practice Guidelines for Providers of Psychological Services
- NL Psychology Board’s Standards of Professional Conduct
- Mutual Recognition Agreement
  - Several references to collaboration and consultation in all documents
  - No stand alone collaboration competency domain
- CIHC National Interprofessional Competency Framework
  - For all professions
Competency Reflection Journal (CRJ)

- Reflection is a valuable tool in adult learning
- IP competencies in the CRJ will be discussed with supervisors during the practicum
- Important for students to discuss issues/concerns regarding interprofessional practice
- Students will submit personal reflection at end of placement
Clinical Supervisor’s Role

• To give thought to the interprofessional context in which you are supervising your PsyD student

• To discuss with your student your thoughts regarding collaborative practice (may use CRJ questions as a guide to the discussion)

• To be prepared to address complex issues related to interprofessional practice in your context with your student
Conflict Management

• Your experiences with conflict in your setting?
• How is conflict managed in your setting?
Conflict Management

• 3 stages
  ❖ Preventing misunderstanding
  ❖ Managing differences
  ❖ Resolving conflict
## Preventing Misunderstanding

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

## Managing Difference

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<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>
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</table>
| Identifying and accepting difference | - Know the possible sources of difference  
- Respond to difference early and directly, ensuring team members can openly share their opinions |
| Being open to being wrong | - Take time to reflect on your actions and intentions  
- Offer and accept apologies, when necessary |
| Focusing on issues, not personalities | - 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.”)  
- Concentrate on data, facts and objectives criteria |

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

- Complete the “What's your conflict management style” questionnaire
  - Hamilton’s measure

- What is your conflict resolution style?

- How do you think that your conflict management style can impact your interprofessional practice?

- Impact on your student -what if you and your student have a different style?


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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
**Summary**

- Clinical Supervisors are critical in the development of psychologists with an understanding of rural mental health issues and interprofessional practice.

- We hope that this workshop has left you thinking about your IP attitudes and behaviour and how this will influence your student.
Questions?

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References


Canadian Interprofessional Health Collaborative (CIHC). (2007). *CIHC statement on the definition and principles of Interprofessional Education.* Vancouver, BC.


References


