Psychological Research: The Tenuous Tightrope of Service User Informed Competencies for Clinical Psychology

Alice Stevenson

DClinPsyc Candidate Massey University, Albany

Supervision Team: Dr John Fitzgerald, Dr Joanne Taylor & Dr Miriam Larsen-Barr

Reflection

Titiro whakamuri

Kokiri whakamua

Look back and reflect

So you can move forward

Understandings of Competence

- Unclear definitions

- Developed by the profession

- Professional and academic focus

Limited input from service users

Limited confirmation that competencies meet the needs of service users

Competence Research in Psychology

Competence as a Construct

Dispositions, knowledge, skills

Ethical behaviour, Cultural competence

Clinician effectiveness

Assessment

Training and professional frameworks

Models and rating scales

Unclear

Not specific to clinical psychology
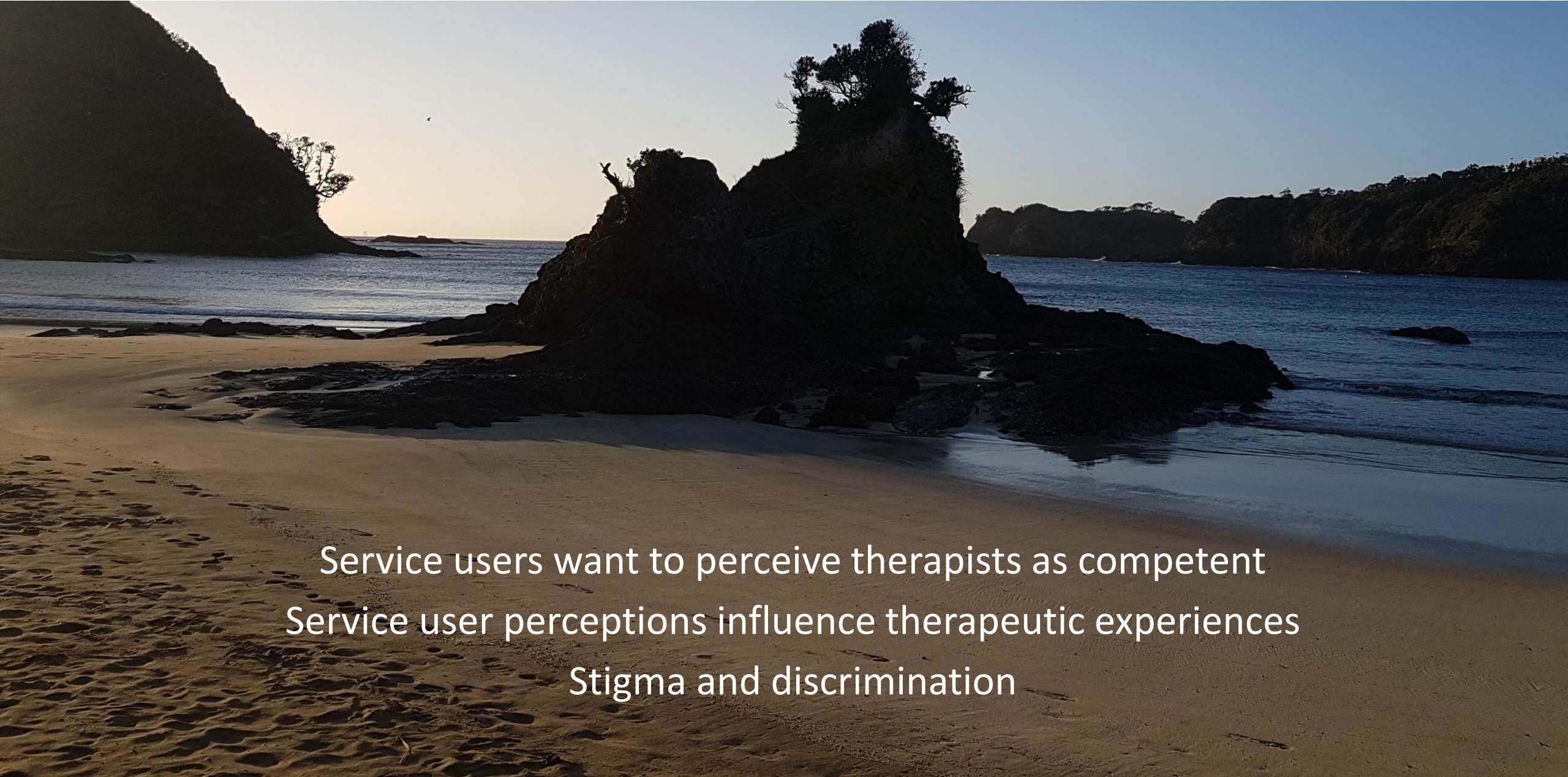
No recent research

Theory vs practice

Accuracy and reliability issues

Self-perception discrepancies
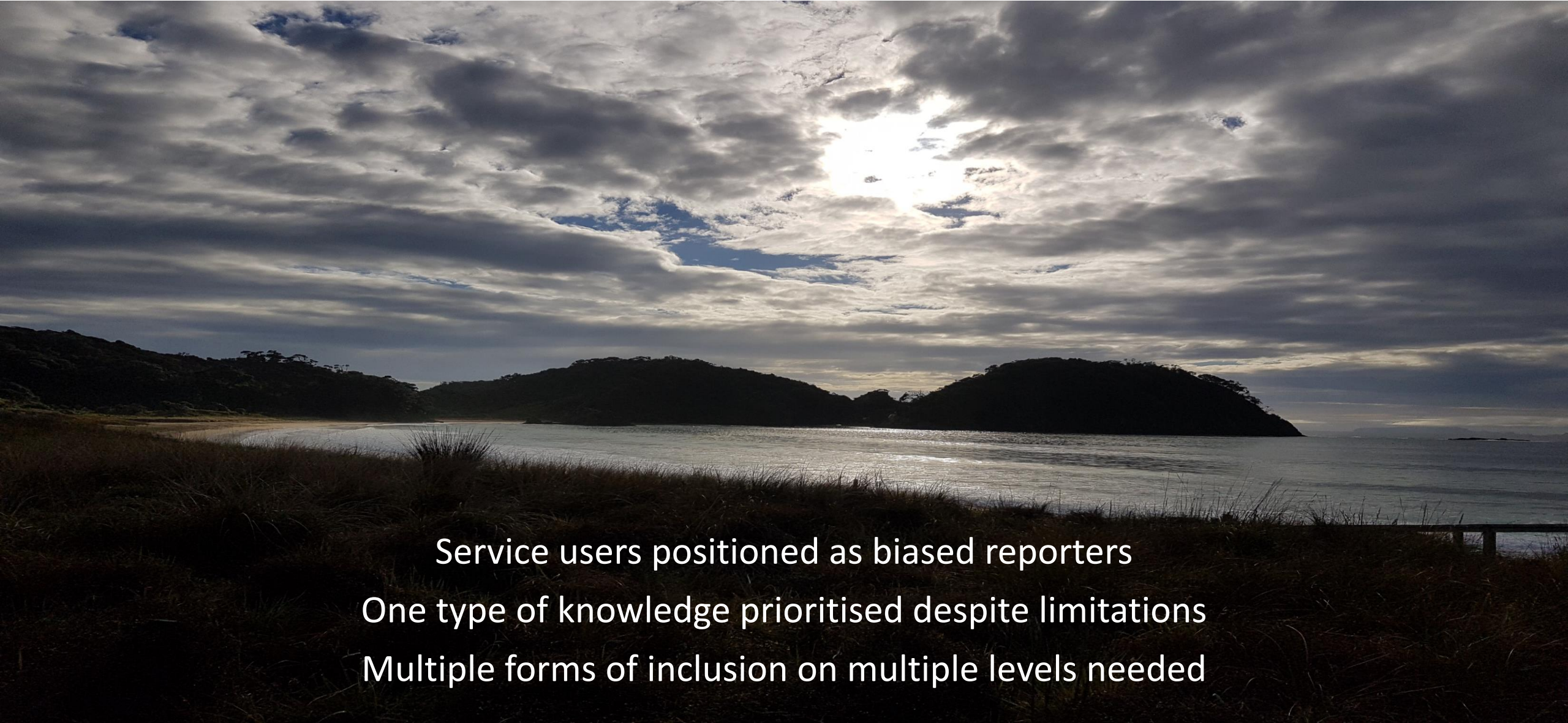
Limited qualitative research

Service User Perceptions of Competence

Service users want to perceive therapists as competent

Service user perceptions influence therapeutic experiences

Stigma and discrimination

Service User Involvement in Mental Health Service Evaluation

Service users positioned as biased reporters

One type of knowledge prioritised despite limitations

Multiple forms of inclusion on multiple levels needed

Acknowledgement of the Need for Service User Participation in Mental Health Services

National Recommendations

Insufficient attention to service user participation and evaluation across multiple levels in mental health services

Not psychology-specific

Service User Informed Competencies

- Explicit acknowledgement

- Valued for service improvement

- More involvement and consultation

The Current Study

Improved understandings of the needs and expectations of service users

1. What do service users identify as competent practice for clinical psychologists?

2. Are there areas where service user views of clinical psychologist competence align or do not align with existing areas of competence as described in the Core Competencies for the Practice of Psychology in Aotearoa NZ?

Design: Mixed Methods Survey & Interviews

Social constructionist

Piloting

General and clinical scope items

Views of competence

Preferences for competence

Content analysis and thematic analysis

Participants and Recruitment

- Adults 18 years and over

- Been to at least one clinical psychologist for mental health in New Zealand

- Recruitment through service user organisations

- 100 survey participants, a chance to win $40 voucher
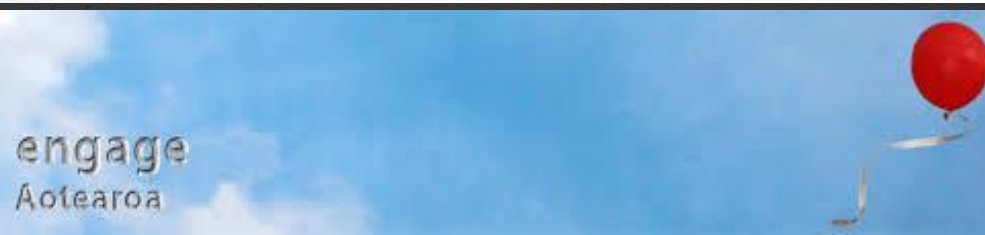
- Individual interviews, 10 participants, $40 voucher each

Consultation

A Personal Tightrope

Self-reflections, process journal, analysis journal
Consultation not co-production
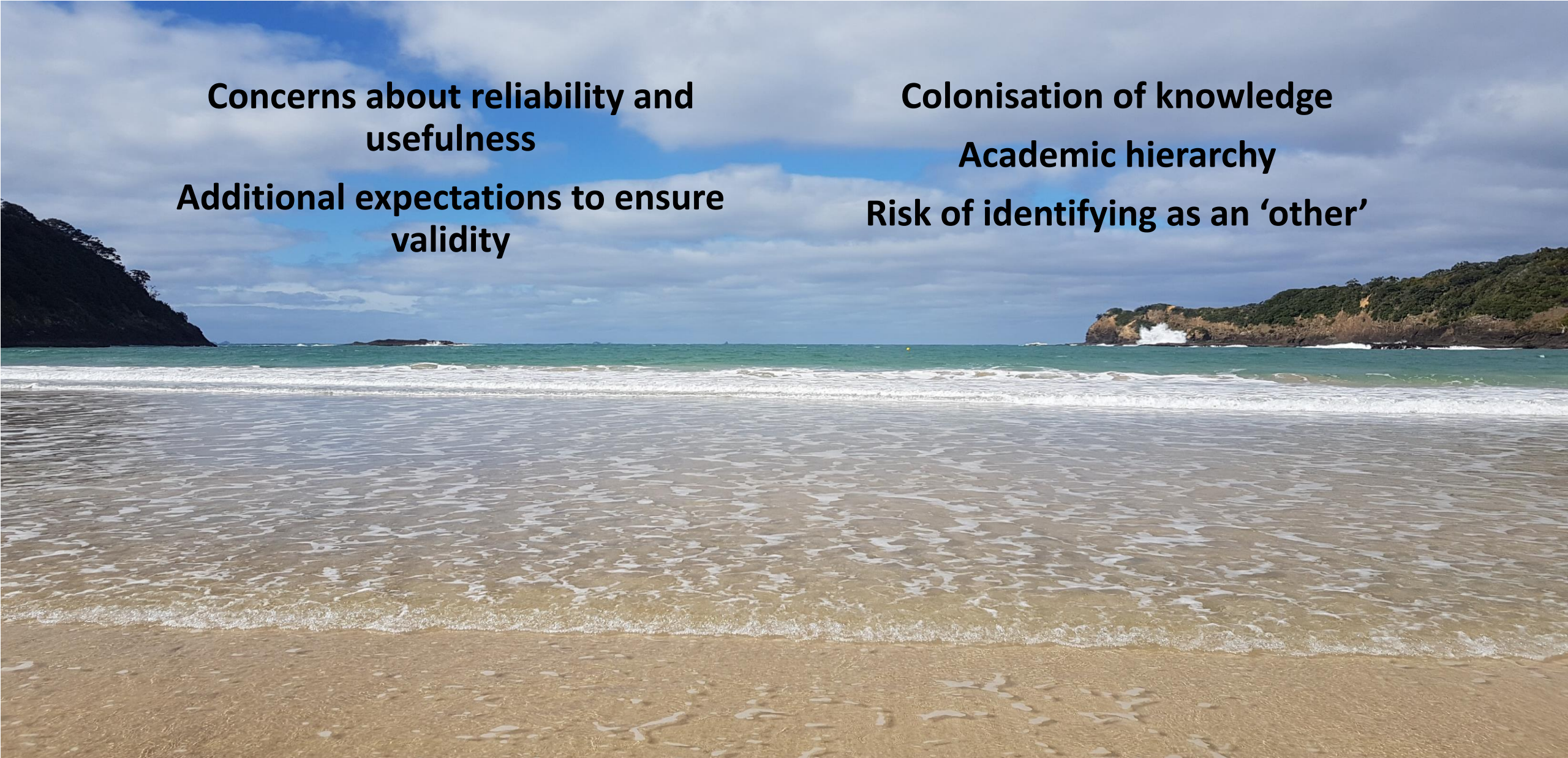
An Academic Tightrope

Concerns about reliability and usefulness

Additional expectations to ensure validity

Colonisation of knowledge

Academic hierarchy

Risk of identifying as an 'other'

A Professional Tightrope

Power differentials

Silencing effects

Challenges to professionals

Tenuousness or Tenacity?

Impact
Risk fear
Triggers fear
Moving forward

Key Learnings

Prepare
Be clear
Revision, re-design, re-vision
Remember the mana of the mahi
DO NOT PANIC

Slide 3: Understandings of competence in psychology

HPCA Act 1994 (MoH, 2003;2019) ; Core Competencies (NZPB 2018); Code of Ethics (NZPB, 2008); Ability to learn and integrate several types of knowledge, skills and attitudes depending on a setting (Mental Health Commission, 1998; Zuckerman, 2012; Shaw et al., 1999; Roe, 2002; Kaslow et al., 2004); Unclear definitions (e.g., Fletcher 1997; Mansfield, 1996; Spencer & Spencer, 1993).

Slide 4: Competence research in psychology

Dispositions, knowledge, skills (e. g., Francis & Cameron, 1991; Hesketh, 2000); Challenged as insufficient to provide competence understandings for a professional psychologist (Francis & Cameron, 1991; Hesketh, 2000; Roe, 2002); Ethical behaviour (e.g., Collins & Arthur, 2007; Schwartz-Mette & Shen-Miller, 2018), Cultural competence (e.g., Cabral & Smith, 2011; Rogers-Sirin, Melendez, Refano, & Zegarra, 2015); Clinician effectiveness (e.g., Beutler, 1997; Kingdon, Tyrer, Seivewright, Ferguson & Murphy, 1996; Luborsky, McLellan, Digner, Woody & Seligman, 1997; Trepka, Rees, Shapiro, Hardy & Barkham, 2004); Attention to professional psychology practices, rather than examining existing models further is recommended (Dobson, Shaw & Vallis, 1985; Shaw et al., 1999; Strunk et al., 2010; Jacobson & Gortner, 2000); Training and professional frameworks (e.g., Fouad et al., 2009; Hadjistavropoulos, Kehler, Peluso, Loutzenhiser, & Hadjistavropoulos, 2010; Okiishi, Lambert, Nielsen, & Ogles, 2003; Pitama et al., 2017; Slade et al., 2014; Wing et al., 1998).; Models and rating scales (e.g., CTRS; Young & Beck, 1980; Vallis, Shaw & Dobson, 1986) ; Theory vs practice (Roe, 2002); Accuracy and reliability issues (Shaw et al., 1999; Strunk et al., 2010; Jacobson & Gortner, 2000); Self-perception discrepancies (e.g., Ericsson, Charness, Feltouch, & Hoffman, 2006).

Slide 5: Service user perceptions of competence

Service users want to perceive their therapists as competent (Wright & Davis, 1994); Service user perceptions of therapist characteristics predict outcomes (Wright & Davis, 1994); Service user evaluations of therapy more important to the success of therapy (2006); Perceptions influence: Attitudes (Lee, Grotevant, Hallerstedt, & Gunmatr, 2006); Outcomes and success (Wright and Davis, 1994; Horvarth 2006); Relief and confidence (Gushe, Constantine & Sciarra, 2008); 'Incompetence: Microaggressions, discrimination, uncertainty (Gushe et al., 2008)

Slide 6: Service user involvement in mental health service evaluation

Usefulness of satisfaction as a measure of actual performance? (Christensen, 2018); Service users = biased reporters? (Christensen, Dahlmann, Mathiasen, Moynihan, & Petersen, 2017; Andersen & Hjortskov 2015; Olsen, 2013, 2015; Baekgaard, Christensen, Dahlmann, Mathiasen, & Petersen, 2017; Baekgaard & Serritzlew 2016; Marvel, 2015, 2016; Kruglanski & Webster, 1996); One type of knowledge despite limitations (Christensen, 2018)

Slide 7: Acknowledgement of the need for service user participation in mental health services

National acknowledgement of insufficient attention (O'Hagan, 2014; Te Pou o te Whakaaro Nui, 2015; consumer code of rights: HDC, 1994); Rising to the challenge (MoH, 2012); Mental Health and Addiction Workforce Plan (MoH, 2018); Needs and views not being listened to (HDC, Mental Health Commission, 2004); Imbalance of power and culture of control (HDC, 2018); Peoples Mental Health Report (Elliott, 2017); Positive and rewarding interactions with psychologists (MHC, 2004); Recovery Competencies (O'Hagan, 2001; MHC, 1998); Te Pou Peer Workforce Competencies (2014); Nursing Framework (Nursing Council of NZ, 2010); Real Skills Plus ICAM/AOD (Werry Workforce Wharaurau, 2018)

Slide 9: Design Analysis Thematic analysis (Braun & Clarke, 2006;2012).

Slide 12: A personal tightrope Reflexivity (Braun, Clarke & Terry, 2015; Finlay & Gough, 2003); Co-production (Happell et al., 2018; Happell & Scholz, 2018; Roper, Grey & Cadogan, 2018)

Slide 13: An academic tightrope

Colonisation of knowledge (Dirth & Adams, 2019); Non-egalitarian academic hierarchy (Jones & Shattell, 2016); Risks of identifying as a member of a highly stigmatised group in academia (Horton & Tucker, 2014; Price, 2011; Russo, 2012; Sweeney et al., 2009; Weiner & Weiner, 1996); Tensions with views of LE value (Jones & Shattell, 2016); Advantages of SU inclusion (Allam et al., 2004; Faulkner at al., 2009; Goodare & Lockwood, 1999; Hanley et al., 2004; Ramon, 2000; Rose, 2003; Trivedi & Wykes, 2002); Specific knowledge (Happell, 2010); Quality of research and objectivity (Faulkner, 2009); Reluctance (Faulkner, 2009); Representativeness (Happell, 2010; Crawford, Aldridge, & Bhui, 2003; Crawford & Rutter, 2004; Rutter, Manley, Weaver, Crawford, & Fullop, 2004; Tobin, Chen, & Leathley, 2002); 'Homogenous' service user (Happell, 2010); Severity considerations (Bowersox, Saunders, & Berger, 2013; Fischer et al., 2008; Katz, Goldblatt, Hasson-Ohayon, & Roe, 2019; Kreyenbuhl, Nossel, & Dixon, 2009; O'Brien, Fahmy, & Singh, 2009; Oliver et al., 2010; Roe, Hasson-Ohayon, & Gornemann, 2016); Stricter criteria (Tobin et al., 2002; Happell & Roper, 2006a); better understandings needed for a range of SUs (Hack, Muralidharan, Brown, Drapalski, & Lucksted, 2019).

Slide 14: A professional tightrope

Professional vs SU knowledge (Gee, McGarty, & Banfield, 2016; Scholz, Bocking, & Happell, 2018; Veseth, Binder, Borg, & Davidson, 2017); Beliefs of vulnerability (Happell, Bennetts, Platania-Phung, & Tohotoa, 2015); negative attitudes in academic structures (Happell et al., 2019); Acceptance of SU perspectives (Davies & Gray, 2017; Walker, Perkins, & Repper, 2014); Status quo (McKeown, Malihi-Shoja, & Downe, 2011; Russo, 2012; Sweeney, Beresford, Faulkner, Nettle, & Rose, 2009); Systemic discrimination and perceived threat (Jones & Shattell, 2016); Power differential difficulties (Browne, Hemsley, & St. John, 2008; Davis, Salo, & Redman, 2001; Goodwin & Happell, 2006; Happell, 2008c; Moore, 2003; Wellard, 2007; Wellard et al., 2003); professional defensiveness (Roper & Happell, 2007; Warne & McAndrew, 2008); Imbalances in access to support and resources (Happell & Roper, 2006b; Meehan et al., 2002; Middleton et al., 2004; Roper, 2003); Defense (Roger & Happell, 2007: Happell, 2008d; Happell, 2010; Lilja & Hellzen, 2008; McCullough, 2008; Warne & McAndrew, 2008); Meaningful research has a long way to go (Jones & Brown, 2012; Lived Experience Research Network, 2014).

Alice.stevenson.1@uni.massey.ac.nz