What is the current level of involvement across clinical psychology training programmes nationally?

Leeds
EVALUATING THE INVOLVEMENT OF EXPERTS BY EXPERIENCE ON DCLINPSY PROGRAMMES

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Introduction

One model of involvement which has been used in relation to EbE involvement research in the DClinPsy programmes is Arnstein’s (1969) Ladder of Participation. The ladder illustrates eight levels of participation which correspond to the extent of power participants’ have in determining outcome, the higher up the ladder equates to higher participant power and co-production. Research by Eames & Phillips (2017) found that involvement across the programmes varied in regards to the ladder levels, although note that lack of detail and depth in how involvement happened.

Therefore the aim was to update and add further detail and depth the involvement of EbE in the DClinPsy programmes in the UK. The research questions for the SEP were:

- What EbE involvement is there across the DClinPsy programmes?
- More specifically how does EbE involvement happen?
- What are the barriers to EbE involvement?
Method

- A questionnaire was developed based on the findings of the Group of Trainers in Clinical Psychology (GTiCP) Academic sub-group Involvement Survey (2015), and refined in collaboration with the project’s commissioner and Everybody’s Voice (Leeds DClinPsy EbE reference group).

- The 33 DClinPsy programmes across the UK were invited to take part in the project via email. The participant information sheet and questionnaire were attached to the email. Fifteen programmes (45.5%) completed and returned the questionnaire.
Quantitative data was analysed using descriptive statistics.

Involvement of Experts by Experience (EbE) in the DClin Programmes

Programmes were asked if they have EbE's involved in the following areas:

- Expert by Experience Reference group
- Selection sub-committee
- Research sub-committee
- Academic sub-committee
- Shortlisting
- Final cohort decisions
- Research presentation feedback
- Research development & feedback
- Adult teaching
- Older Adult teaching
- Forensic teaching
- Health teaching
- Other teaching
- Developing teaching resources
- Formal assessment design
- Formal assessment

Involvement of Experts by Experience (EbE) in the DClin Programmes - Number of "Yes" responses

0 2 4 6 8 10 12 14 16
Discussion

There is a lot of EbE involvement over all the strands of training from programmes that responded, of which the type and nature can vary from programme to programme. Given the HCPC (2017) guidance states programmes have to have EbE involvement, it seems reasonable to assume there could be a minimum standard of involvement achievable by all programmes which could take into account the barriers to involvement faced by programmes and EbE.

While the ladder of participation (Arnstein, 1969) is a helpful way of measuring the amount of meaningful involvement EbE have in a task or activity, given the range of barriers to involvement experienced by EbE as well as programmes it does not seem a very flexible model to use.

It is also important to note that less than 50% of the DClinPsy programmes participated in this SEP. The lack of data from 18 programmes means it is not known whether the findings are a reflection of involvement over all UK programmes.

Limitations: Several limitations of the questionnaire were found, such as questions being open to interpretation and apparent differences in EbE definitions used, which could have impacted on the responses given.
Recommendations

- **Minimum standard of involvement?** This could include: having an appointed person to co-ordinated involvement activity; developing links with an EbE reference group (in-house or via voluntary sector); having an aspect of EbE involvement in each strand of training (selection, clinical, research, academic); a level of involvement in the overall development and decision making of the programmes (i.e. attending sub-committees).

- **Working toward a flexible model of involvement** which could allow programmes to consider where and when involvement could be introduced, and at what level of the ladder of participation depending on the aim of the task and barriers faced.
References


- Schreier, M. (2014) Qualitative Content Analysis. In U. Flick (Eds.), *The SAGE handbook of qualitative data analysis* (pp. 170-183). Los Angeles: SAGE.
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