Symposium
Digital Working for Clinical Psychologists: Presenting a new Digital Competency Framework

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Helen Pote, Alesia Moulton-Perkins, Emma Griffith & Gary Latchford
1. Working Digitally – Are Clinical Psychologists Ready? Alesia Moulton-Perkins & Helen Pote
2. What digital training do DClinPsy Programmes currently deliver? Results from a national survey. Helen Pote & Emma Griffith
3. What digital competencies should we be delivering? A new digital competency framework. Helen Pote & Gary Latchford
Working Digitally – Are Clinical Psychologists Ready? Alesia Moulton-Perkins & Helen Pote
What’s your attitude to DMH?

Look at the following two photos and at the end there will be a question. Answer the question without thinking to much about it.
Look at the three photos on the following pages and then answer the question at the end.
Norlil Charlton at the junction for Culbokie waiting for a bus.
Should these patients be offered a digital intervention by their psychologist?

Yes

No
1. Long-term national engagement strategy
2. National Chief Clinical Information Officer (CCIO)
3. Develop a workforce of trained and resourced clinician informaticians in Trusts and other health IT professionals more generally
4. New national funding to help Trusts go digital and achieve maximum benefit from digitisation
5. All Trusts should be largely digitised by 2023
6. Link national funding to a viable local implementation/improvement plan
7. Organise digital learning networks to support implementation and improvement
8. Ensure interoperability to support clinical care and to promote innovation and research
9. Robust independent evaluation of the programme
NHS England + NICE Digital therapy selection

• NHS England + NICE supporting a new digitally enabled therapy assessment programme

• 14 digital therapy products will be assessed for use in IAPT services by 2020.

• 3 stages:
  1. Products selected in accordance with NICE’s selection and prioritisation criteria – open application
  2. NICE assessment process and produce an ‘IAPT assessment briefing’ (IAB) – expert review
  3. Evaluation in practice by IAPT – two years: performance and activity data as well as feedback from therapists and service users. Reports including cost-effectiveness

• Some products selected for further funded development
The impact of digital technology on psychological treatments and their dissemination

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b London School of Hygiene and Tropical Medicine, UK
Are we preparing our trainees for a digital future?

KEEP CALM
I'M A FUTURE PSYCHOLOGIST
Existing Digital Competency Frameworks/Guidance - National

- DCP The provision of psychological services via the internet and other non-direct means (2009)
- DigComp – EU guidance on general digital competencies (2016)
- British Association for Counselling & Psychotherapy BACP - Telephone and E-counselling competencies Framework (2016)

In preparation

- BABCP Multi-disciplinary working group to Develop Digital competencies
- NHS England IAPT Expert Reference Group developing Digital Guidance for Commissioners
What digital training do DClinPsy Programmes currently deliver? Results from a national survey. Helen Pote & Emma Griffith (with thanks to Annabel Rees)
Digital Mental Health (DMH) Survey (Pote, Griffith, Holloway-Biddle & Rees in preparation)

**Rationale:** No current UK psychology-specific competence/training frameworks in area, therefore need to understand approaches used by Courses nationally.

**Research question summary:**

- What DMH competencies do trainee clinical psychologists need to deliver evidenced based DMH interventions?
- What academic & practice based support do they already receive?
- What are the opportunities and barriers in developing DMH skills for UK Clinical Psychologists?

**Method:**

- **30** courses received survey (adapted survey from Pote, 2016) for completion by Course Staff (N=18 completed this).
- Survey explored current DMH teaching practices/placement opportunities and potential opportunities & barriers to developing digital training & suggestions for improved.

**Plan of analysis (preliminary results provided):**

- **Quantitative:** Represented through descriptive statistics.
- **Qualitative:** Analysed through an inductive content analysis, informed by Elo & Kyngäs (2008) paper. In the process of undergoing inter-coder agreement.
Survey question: Do you offer any academic teaching in Digital Mental Health for your trainees?

Current teaching:

-Conference (1/18)

-Training (2/18):

“digital companies come in and run sessions familiarising trainees with online interventions they may use within NHS services”

“We held a team away day on using electronic resources in teaching and for therapy- this included apps.”
Online therapy (1/18)

Skype therapy (3/18)

Mental health apps (4/18) – Apps may be introduced by visiting lecturers or alternatively ‘supervisors may informally direct trainees to apps and other digital solutions (e.g. headspace, moodjuice)’

Trainee research (1/18) – ‘it has featured in trainee research e.g. online interventions, use of VR’

Digital problem solving (1/18) – ‘Developing apps etc - some creative thinking about digital solutions to existing clinical problems’
- **Staff expertise**: ‘lack of digital competence’ or ‘staff expertise’ and ‘lack of money or opportunity for training’ (4/18).

- **Attitudes**: ‘negative attitudes’ of trainees, clients & most frequently, supervisors to ‘engage with technology’ (6/18).


- **Evidence base** – Concern that the knowledge base for digital therapies is ‘still very immature’ (1/18).

- **Time pressure** – Difficulty fitting DMH competence training into curriculum ‘already heavily utilised learning non-digital but highly relevant skills & competencies’ (4/18).

- **Placement opportunities** – ‘Lack of opportunities on placement to try these competencies,’ highlighting the need to ‘link teaching to placement experience’ (5/18).
Survey question: Is there anything you have found helpful in developing digital competencies?

- **Drawing on own experience** – Grounding ‘teaching in first-hand experience of using digital tools to deliver therapy’ (2/18).

- **Willingness/opportunity to practice skills** – Importance of trainee interest in ‘giving it a go’ to help ‘dispel myths and fears’ & ‘incorporating into existing teaching’ (4/18).

- **Linking digital teaching to placements** – ‘communicating to placements what digital mental health teaching is happening (...) so that where possible teaching links to placement experience.’ (1/18).

- **IT expertise and support** – ‘Good working relations with IT experts’ & ‘responsive IT support’ (3/18).

- **Client feedback** – ‘Viewing the advantages & disadvantages from a client's perspective’ (1/18).
Survey question: What support or guidance would you need to move this forward on your programme?

- **Resources:** Agreement on need for ‘training manuals’, ‘realistic guidelines’, & a ‘well informed digital competence framework’ as a teaching resource (8/18).

- **Collaborative learning:** Importance of ‘sharing of good practice & lessons learned’, with potential for ‘inter-professional learning’ (3/18).

- **IT infrastructure:** ‘IT support’, university approval of IT platforms & necessity of ‘getting NHS Trusts IT governance departments to allow us to utilize email therapy, therapy by videoconferencing or instant chat’ (3/18).

- **Staff training:** The necessity of ‘increased staff expertise’ & ‘supervisor training workshops’ (3/18).
Possible Training Directions

Planned teaching of digital competencies – Respondents outlined plans for a conference on digital therapies, online intervention cases and visiting lecturers exploring digital therapy in their lectures.

University – basic skills for digitally enabled therapy

Placements / Supervision – dealing with personal hurdles, transference and countertransference

Additional training – model / platform specific training
### Some trainee feedback on digital training

<table>
<thead>
<tr>
<th>Critical thinking</th>
<th>Thinking outside the box about how services and treatments can be developed with technology</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Helped me think critically about digital mental health services</td>
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<td></td>
<td>Helped me significantly to think about process of procurement in this area</td>
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<td>Client at the centre of digital developments</td>
<td>It helps stimulate thinking on how to develop interventions to meet the needs of the client group I work with</td>
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<td>Time away from clinic to stop and think about the potential for digital tools and the benefits to patients</td>
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<td>Creative enthusiasm</td>
<td>It made a digital approach is more inviting</td>
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<td></td>
<td>Inspirational for further ideas of digital working</td>
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<td>The chance to think about new creative ideas with colleagues</td>
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• Interesting considerations raised around potential barriers to developing digital therapy skills in trainees, with the most prominent concern being negative attitudes to technology in treatment.

• Highlighted the perceived usefulness of IT support, staff expertise & opportunities to reinforce and practice skills in developing digital competencies.

• The analysis is still in the preliminary stages - limits the ability to draw firm conclusions.

• However, generally agreement on the potential usefulness of an e-therapy guidance or framework to support development of skills and abilities for trainees in such a preeminent area of clinical psychology
What digital competencies should we be delivering?
Helen Pote & Gary Latchford
The Expert Reference Group

Dr Helen Pote, Royal Holloway - Chair
Charley Holloway-Biddle Royal Holloway - RA
Dr Alesia Moulton-Perkins, University of Surrey - Secretary
Dr Emma Griffith, University of Bath
Dr Gary Latchford, University of Leeds
Mr Roman Raczka, Central London Community Healthcare NHS Trust
Dr Kate Cavanagh, University of Sussex
Mr Graham Fawcett, East London Foundation Trust
Dr Marlies Peters, MindDistrict
Dr Gavin Richardson, University of Glasgow
Prof Ken Laidlaw, University of Exeter
Of course we are doing this work using digital methods
<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Knowledge of the evidence base (process and outcome) for direct delivery of psychological therapies using digital technologies</th>
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<tbody>
<tr>
<td></td>
<td>Knowledge of contemporary digital technologies used in the direct delivery of psychological therapies, including:</td>
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<tr>
<td></td>
<td>- Videoconferencing (communication)</td>
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<td></td>
<td>- Phone</td>
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<td></td>
<td>- Chat - synchronous function on Zoom, Skype, etc. (e.g., MS Teams)</td>
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<td></td>
<td>- SMS - asynchronous messaging (e.g., mobile phone messaging functionality)</td>
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<td>- AI</td>
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<td></td>
<td>Knowledge of opportunities and limitations of these technology modalities.</td>
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<tr>
<td></td>
<td>Opportunities:</td>
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<td></td>
<td>- How client interests/preferences may influence choice of modality</td>
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</tbody>
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<tr>
<th>Knowledge</th>
<th>Knowledge of Child and adult mental health and well-being apps and apps for the psychological management of physical health, dementia and learning disability approved and currently tested in NHS, and not yet evaluated/open sources</th>
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<tbody>
<tr>
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<td>Trust/Placement:</td>
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<tr>
<td></td>
<td>Knowledge of specific patient information and other systems undertaken at trust level</td>
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<td></td>
<td>Knowledge of information governance/GDPR etc undertaken as part of mandatory training (Trust)</td>
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<td></td>
<td>Programme:</td>
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<td></td>
<td>Knowledge of information governance, patient information</td>
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<tr>
<th>Knowledge</th>
<th>Knowledge of digital PROMS and PROMS for a variety of client groups. Understanding the pros and cons of online teaching methods and have reviewed some online teaching programmes related to clinical psychology</th>
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<tbody>
<tr>
<td></td>
<td>Knowledge of inclusion and exclusion criteria for online psychological assessment and outcome monitoring</td>
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<td></td>
<td>Systems etc in clinical practice as a psychologist</td>
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<td></td>
<td>Understand of note keeping using digital systems</td>
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<td></td>
<td>An understanding of the legal and professional context</td>
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| Add Choosing online platforms and | |
|-----------------------------------|---
http://digitalcompetences.ooowebhostapp.com
Get into pairs
Consider the digital competency framework
Consider
• What changes would you make to this competence framework?
• What other competencies might trainees need to develop?
• What might be the most effective ways of delivering these?
• What support might programmes require in developing of these competencies?

• Enter your feedback on the online feedback system –
https://rhulpsychology.eu.qualtrics.com/jfe/form/SV_4NJrBLzStiooboV
Consultation Process – WE NEED YOUR FEEDBACK

Consultation on the competencies will be now until 31st December 2018

Please circulate the Qualtrix Survey to your staff and Stakeholders – Trainees, Trainer, Supervisor, Service User, Commissioners, Service-Leads

https://rhulpsychology.eu.qualtrics.com/jfe/form/SV_4NjrBLzStiooboV

Please contact: h.pote@rhul.ac.uk
Please tweet about the Conference

#GTiCP2018