The Impact of Coproduction in Clinical Psychology Training

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Acknowledgements

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- Liverpool Experts by Experience group (LExE)
- Joint project with Salomon's Centre for Applied Psychology
- GTiCP Service user involvement group
- GTiCP Doctorate of Clinical Psychology programmes
Introduction and Background

- Health & Care Professions Council - Standards of education and Training - 3.7 Service users and carers must be involved in the programme
- BPS - accreditation standards - section 8.2 of the Self-evaluation questionnaire asks: Please outline how you work collaboratively with service users to involve them in the programme
- Liverpool Experts by Experience group (LExE)
- Increased involvement across UK DClin training programmes in the UK over the past few years (Schreur, Lea & Goodbody, 2015).
- But...what is the impact of involvement in clinical psychology training? What changes occur - short and long-term - for both trainees and EbEs...
- Evaluating involvement is under-theorised and little has been done to explore it fully.
Research Aims

- Involvement is strongly advocated by government policies, service users, carers, researchers and healthcare training programmes but there remains little evidence to demonstrate how it should be done effectively and the subsequent learning outcomes (e.g., Terry, 2012).

- So, this study aimed to address this research gap, focusing specifically on the impact of involvement in UK clinical psychology training. The main aim was to explore the views of recently qualified or final year trainee clinical psychologists as well as the views of service users and carers on the impact that involvement has had on training and in practice.
Methods

- **Participants:** Six members of LExE and five current trainees/very recently qualified (>3 months since qualifying) clinical psychologists
- The project received ethical approval from the University of Liverpool
- **Design:** Qualitative, transcripts of semi-structured individual interviews analysed using thematic analysis (Braun and Clarke, 2006)
Methods

- Eleven interview questions designed in collaboration with the research team.
- The questions focused on exploring participants’ opinions and understanding of the impact of involvement.
- These included aspects of the training programme itself (spanning research, teaching, clinical practice and programme and practitioner values), attitudes towards involvement, barriers and facilitators, and perceived outcomes of involvement in training.
Results

Thematic analysis yielded nine main themes:

- **Personal stories and reasons for advocacy**
- **Benefits of involvement in training**
  Positive trainee learning experiences/enhancing training - validating trainees’ experiences, Grounding and realising training, Learning from the diversity of knowledge and experience of Experts by Experience, Impact on EbEs
- **Attitudes towards involvement**
  Positive - impact of positive attitudes, Scepticism/negative
- **Empowerment**
  Trainees - confidence and ability to speak up, EbEs - confidence and self-esteem
- **Power**
Results

Thematic analysis yielded nine main themes:

- **Morals and values**
  Interaction with people, Tokenism, Humanness/compassion/open-minded

- **Practice outcomes**
  Involvement enablers, Involvement barriers

- **Awareness and understanding**
  Trainees’ awareness - self and identity, practice, reflection, Awareness of involvement in training

- **Perspectives**
  Seeing all sides, Changing perspectives
Personal stories and reasons for advocacy

“My point of view, is from a carer point of view a lot of the time is you know psychologists may not have a lot of engagement with carers”

“From a personal point of view it’s err, it’s kind of what keeps me going [...] I’ve always wanted to try and help make that better so people that have similar situations [...] they don’t have to go through that”
Benefits of Involvement in training

Positive learning/enhancing training: “I think it makes teaching a hundred percent more interesting, and engaging [...] to hear peoples’ stories you can’t really put a price on that it’s just really powerful”

Grounding/realising: “Bringing students to reality and bringing teachers also to reality as to what it’s really like”

Impact on EbEs: “When you get through this dark tunnel, you can help someone else, and it gives you that anchor”
Attitudes towards involvement

Positive: “I think it’s a good thing I really do, I think there should be a lot more of it”

Impact of positive: “It will definitely be a better practice with the involvement that’s definite that’s a no brainer”

Scepticism: “I can imagine that people might think that they can’t make change [...] it can make staff feel very powerless”
Empowerment

Trainees: “It would empower me when I get a job in service to have an EbE group”

EbEs: “I’ve benefitted by it [...] that was my root to empowerment to have a voice”
“We’re back to the commonality [...] if it could happen to me it could happen to you”

“I think there’s a danger of clinical psychologists thinking that they’re sort of morally superior to other practitioners”

“The important thing within the Liverpool course and with the EbE involvement is about removing that hierarchical feeling and removing those sort of power imbalances”
Morals and values

“We want clinical practice to be about offering the best, service [...] to just not find out what it is that’s important to them, would mean that we were doing a really poor job”

“Hopefully the empathy [...] that that psychologist has [...] would come through and that would show that they are caring and they do understand the person”

“Them few compassionate people [...] was the stepping stones to save my life”
Practice outcomes

“It then set the tone for then when we do our clinical work it just helps us [...] see people as people rather than patients”

“I feel better feel like I’m doing the right thing now rather than just walking around blind [...] I feel that it creates a bit more like confidence and competency as a professional”
Awareness and understanding

“The trainees get a better understanding of what it is like to actually be on the receiving end of services and then have a chance to make informed decisions”

“I think before having that involvement in the training would probably just made a lot of assumptions so I think it definitely helped”
Perspectives

“It just helps us to put ourselves in other peoples’ positions and other peoples’ shoes”

“You have a more balanced view I would say than, the old-fashioned way where there’s no service user perspective anywhere”
Findings

- The study contributes to research into the impact of involvement in training.

- The findings support the idea that involvement in training is mutually beneficial to trainees (professionally and personally) and EbEs in numerous ways - EbEs feel like they are giving something back to the service and trainees benefit from experiencing EbEs in a different context as part of their education and training.

- The study shows that meaningful interaction with service users/carers during healthcare training can result in a positive shift of power dynamics and facilitation of mutual relationships (Speers & Lathlean, 2015).

- The overarching questioning of where the expertise lies (in education or in experience) reflects an awareness of removing barriers formed by a “them and us” perspective. Both the EbE and trainee participants described a heightened understanding of the stigma surrounding involvement acting as a potential barrier for effective involvement in a broader environment.
Findings

- The trainee/newly qualified participants reported feelings of powerlessness in their ability to create cultural change within the workplace. A combination of negative attitudes and the values of some colleagues, plus the demands of the profession, was noted to result in a reluctance to challenge the system.

- All participants referred to encountering scepticism regarding involvement.

- Exposure to EbE perspectives has the potential to impact the type of practitioners trainee clinical psychologists become. Involvement in training encourages trainees to reflect upon their work and identity as a professional.

- The EbE participants described the impact of having a platform to share their experiences and expertise; for them, the opportunity to make an impression on trainees and influence their development was invaluable.
References


Thank you for listening!

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