

**MU Interdisciplinary Innovations Fund Grant Final Report –
Mental Health Cross-Training Project (\$24,240)**

Project Title: Mental Health Clinician Cross-Training: Psychiatry and Psychology

Project Supervisors: Drs. Connie Brooks (psychology) and Laine Young-Walker (psychiatry)

This report summarizes the key grant activities and progress toward identified objectives which occurred between July of 2010 and May of 2011 for the cross-training project.

Summary of Activities:

- Held planning meetings to create measures and training schedules and to coordinate other relevant details
- Conducted weekly meetings with the Partnership Coordinator to delegate and follow-up on tasks related to the cross-training program
- Preparation of master schedule for training of residents and graduate clinicians in both settings
- HIPAA training provided to both residents and graduate clinicians
- Orientation provided to graduate clinicians and residents at ACC and MUPC, respectively
- Provided checklist of experiences to residents and graduate clinicians to ensure completion of full range of experiences
- Administered pre-project and mid-project surveys to collect data on current knowledge and skills and perception of cross-training (baseline data for future comparisons following training completion)
- Weekly training experiences (approximately 4 hours/week) by graduate clinicians and residents at each location to include exposure to and participation in various clinical services
- Weekly check-in with both residents and graduate clinicians to discuss their experiences from each location
- Monthly supervision discussions involving Drs. Brooks and Young-Walker to ensure that students' needs are being met and to problem-solve any concerns with the cross-training program
- Installed upgraded computer systems at each location and acquired hard drives
- Held mid-project student planning meeting; recommendations provided to supervisors and modifications to the program were made for the spring semester
- Obtained wireless communication devices (bug-in-the-ear devices; BITE) for in vivo supervision
- Training to students on the use of BITE devices and began development of procedural manual
- Installation and utilization of camera system (point-to-zoom cameras, microphones, and data storage/software unit) *see pictures below*
- Installation of recording system software on supervisor computers and student workroom computer to allow for easy searches of previously recorded services and streaming of live services
- Regular utilization of recording system during clinical services to provide training and supervision

Summary of Objectives:

Learning Objective 1: Expansion of the current use of recording devices as a tool for supervision of service provision and student feedback

MUPC residents attended various sessions with clients at the ACC as ACC graduate clinicians attended various services with patients at MUPC. Services were recorded and the supervisor provided feedback and additional instruction during supervisory sessions. Students in training also provided weekly verbal feedback to the Partnership Coordinator regarding the training experiences they received. Student feedback was regularly incorporated into training practices. In addition participants also filled out a brief survey to rate the quality of their experiences. Data from these surveys was collected for analysis.

The following chart indicates the number of supervision and feedback sessions held in this entire reporting period.

	Supervised sessions	Student feedback
MUPC Psychiatric Residents n= 3	28	28
ACC Graduate Clinicians n=6	36	42

Students in training provided ongoing positive verbal feedback about the quality of training. The first resident in the training mentioned that “ the structure of cross-training is clear and the experience is very helpful. It is a great opportunity to get exposed to the psychological tests and other assessment instruments”. Graduate clinicians also expressed overall satisfaction with the training. In addition, they also made suggestions during weekly check-in discussions to improve the training by giving more structure and clarity in their role at the MUPC setting.

Installation of the recording system was completed and students were trained in its use to search for previously recorded services to serve as examples of specific clinical circumstances (i.e., management of a youth who expressed homicidal ideation; clinical interview of a client experiencing paranoid delusions) and to serve as review of student’s own clinical skills. Students were also trained to utilize the recording system for in vivo supervision and training. Specifically, as clinical skills were provided by a supervisor or advanced clinician in one interview room, other trainees were able to view the service live via the recording system streaming to a designated monitor in the student workroom. This allowed the supervisors to monitor services and easily facilitate clinical discussions as the service was provided.

Learning Objective 2:

For MUPC residents:

- i) Increase knowledge of psychological testing/assessment tools;**
- ii) Interpretation and scoring of such tools; and**
- iii) The use of psychological evaluation in differential diagnostic decisions and treatment recommendations**

For ACC graduate clinicians:

- i) Increase graduate clinician knowledge of inpatient procedures and services, discharge criteria, aftercare planning, and use of psychotropic medication**

Residents/graduate clinicians each participated in weekly services at their cross-training placement. At the ACC, residents participated in weekly clinical interviews; were trained in the administration, scoring, and interpretation of several commonly used psychological assessments; and engaged in weekly discussions about the intersect of psychiatry and psychology. At MUPC, graduate clinicians participated in multidisciplinary team meetings, patient intake interviews, pre-adolescent/adolescent therapeutic groups, discharge staffings, and engaged in regular discussions about the use of psychotropic medication and the intersect of psychiatry and psychology.

Additionally, a survey was developed which included questions related to the current level of skills and training in psychological assessment and services/psychiatric evaluation and services and the perception toward cross-training in general. This survey was administered to all cross-training participants prior to their participation in training, mid-way through their participation, and following the completion of their training.

The results of the pre-training qualitative data collected indicate that in general, MUPC residents indicated a need for more training in psychological assessment and rated themselves low in confidence in administering cognitive, achievement, personality and adaptive tests. However, residents reported familiarity with behavioral/emotional tests and rated more confidence regarding administration and utilization of them. For ACC graduate clinicians, a consensus emerged regarding a lack of skills and knowledge about psychotropic medications and psychiatric evaluation procedures. All respondents expressed a strong need for cross-training in enhancing their skill set.

Mid- and end-project surveys were compiled as well. The mid-project surveys were primarily used to inform the iterative process of training modifications. The end-project surveys, however, were examined for effectiveness of the cross-training program. With the small sample size, significant change statistics could not be effectively measured, but data collection is ongoing with the cross-training project planned to continue throughout the 2011-2012 academic year. For the current project, qualitative data was extensive and indicated perceived positive changes in resident and graduate clinicians’ skills, confidence, and knowledge across settings. Participants also reported the cross-training project to be extremely valuable to their professional development and future collaborative efforts.

Given the relationships forged with the cross-training program, consultation between the psychiatry residents and graduate clinicians has continued seamlessly with new clients, even after participants have completed the training.

Learning Objective 3: Identification of similarities and differences between psychiatric and psychological training and create plans for continued collaboration between these fields for better patient services

MUPC residents and ACC graduate clinicians rated lack of opportunities as the most important barrier in improving their skills and knowledge in their cross-training setting. Now that these training opportunities have been provided, both residents and graduate clinicians expressed satisfaction in their cross-training experiences. In addition, trainees provided recommendations to improve the project; suggestions were implemented for the spring semester and will continue into the 2011-2012 academic year. The end-project survey was administered and participants reported improvements in their ability to identify commonalities and differences between psychiatric and psychological services. As indicated above, trainees have continued to consult regularly regarding shared clients in efforts to provide better client care across disciplines.

Additional Benefits from the Grant/Project:

In addition to meeting the above objectives, the cross-training project and use of technology was presented at the 3rd Annual Educational, School, and Counseling Psychology Department conference in April of 2011 and received extensive positive feedback in terms of its innovative nature. Similarly, a poster presentation application was recently submitted for the upcoming American Academy of Child and Adolescent Psychiatry conference and plans are in place to submit a manuscript this fall semester on the cross-training program to an appropriate clinical training journal in either/both disciplines. Additionally, faculty from each training site will be lecturing at the cross-setting over the next academic year to expand the psychiatry/psychology collaboration. Finally, using the preliminary data from the project, a small grant was obtained in May 2011 to add a camera and microphone to another interview room at the ACC. Additional grants are currently being identified to expand the recording system.



Left: recording system, data storage, software, and back-up
Below: power switch to easily enable recording
Bottom left: point-to-zoom camera
Bottom right: microphone

