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Developing and evaluating an E-Learning to develop Psychological Practitioner Digital Competencies

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Introduction

Aim

To create and pilot digital mental health elearning for psychological practitioners and applied psychologists

Frameworks informing the elearning:

- Digital Competencies (www.digitalhealthskills.com)
- Structure informed by UK clinical psychology doctoral training curriculum



Elearning Development & pilot evaluation

Jan-June 19
Competences
developed

May-June 21
content written,
transfer onto
online platform
and user testing

July-Aug 21
feedback &
redrafting

Sept-Nov 21
Pilot evaluation

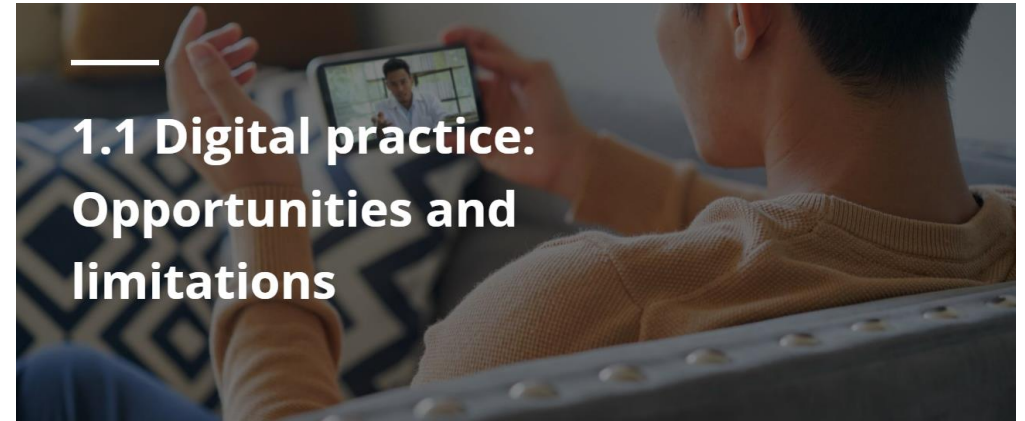
Dec 21 Final
edits. E-learning
published &
disseminated

12 May 22:
Official Launch



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Elearning Modules



- **Module 1: Starting the journey of client and therapist**
 - Understanding the opportunities and limitations associated with digital practice and the skills needed to practice digitally.
- **Module 2: Working with the client**
 - Types of psychological assessment and tools, developing a positive therapeutic alliance and how to make adaptations for individual clients.
- **Module 3: Therapeutic Interventions, evaluation and endings online**
 - Types of digital technologies available for online psychological interventions, evaluating the evidence base for digital practice and guidance on ending clinical and supervision relationships.
- **Module 4: Supervision, teaching and reflecting on digital practice**
 - Digital supervision (responsibilities and competencies), best practice guidance for remote working, learning and teaching online, and attitudes, skills and values in relation to digital practice.



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ELearning Pilot Evaluation - Design

- **Pilot feedback**
 - Quantitative feedback for the ease of use, engaging to user, comprehensiveness, sensitivity to diversity and relevance to practice, on a rating from 1 to 5.
 - Open text responses to give qualitative feedback on each module.
- **Digital Competences for Applied Psychological Practitioners (DCAPP)**
 - Knowledge and/or ability ratings of fourteen statements based on the eight domains of the digital competence framework for psychological practitioners (digitalhealthskills.com)
- **The Mental Health Practitioners' Attitudes Towards Computer-Based Interventions**
(adaptation from Pearle et al., 2013)



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Elearning Pilot Evaluation - Participants

- 83 Yr 1 Trainee Clinical Psychologists from 3 UK clinical psychology doctorate programmes
- 52 complete pre-post data sets
- 37 trainees gave qualitative feedback

82% female

81%
white

83%
Digital experience, e.g. assessments and interventions



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Qualitative Results

Comprehensiveness and Usefulness

- The eLearning package was **very informative and helpful** when learning about working digitally
- The information provided was **relevant to the trainees**
- Acknowledged that the guidance that might be **useful later in their careers**

*“I thought this module was excellent - clear, concise and thought-provoking”
[module 3]*

*“The content relevant for supervisors, teachers and designers of services and lectures will definitely be more relevant later in training/once qualified and I hope we are able to access this training again then”
[module 4].*



Qualitative Results

Comprehensiveness
and Usefulness

Overly comprehensive &
repetitiveness

- Some of the feedback indicated that completing all the content was **too comprehensive**.
- the participants highlighted that there was **repetition** across the modules

“It was perhaps too comprehensive in that if you were to read all of the links and complete each reflective activity you could spend hours on just the one module, which felt a little overwhelming.”
[module 1]



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Qualitative Results

Interactivity of module and engagement

- The modules were **engaging** and **accessible** to the user.
- The layout of the eLearning was also useful to keep track of progress

“I thought it was very straightforward to follow, [and] well accessible”

“I really like the layout, it isn't clunky or too much in any way, it's clean looking and I like the tab at the side which tracks how far through the course you are”.



Qualitative Results

Interactivity of module
and engagement

Resources and Tasks

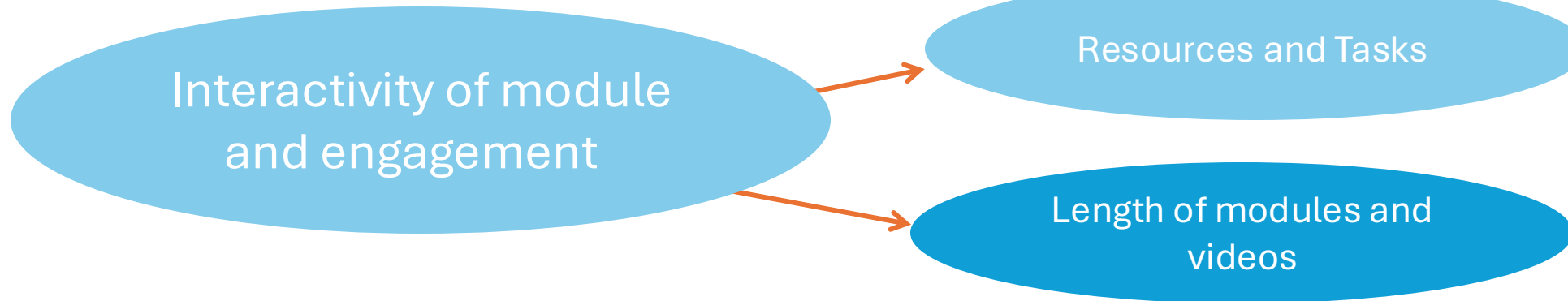
“I liked the use of different interactive elements, particularly the quiz at the end to check understanding.” [module 1]

- The resources and tasks within the modules were consistently related to how **interactive** and **engaging** the modules were

“I particularly engaged with the video of ... the service user, and I found her tips very useful in terms of applying to direct clinical practice. I thought the links included - to app websites - were highly practical and useful.” [module 3].



Qualitative Results



- The estimated length of the modules was **underestimated** for material that was included.
- It was reported that the length of some of the videos included within the modules were too long, which **affected the engagement of the user**

“The three video's altogether felt extremely long. It became difficult to remain engaged”

“the e-learning module took way longer than anticipated and I think that a more realistic time-scale should be suggested”



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Quantitative Results

Digital Competence Scale for Psychological Practitioners (DCS) $p < .001$
Attitudes Measure (Adaptation of Pearle et al.) $p = .003$





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Quantitative Results

- After the training, reasons for not endorsing delivering therapy digitally included
 - privacy (N=7),
 - confidentiality (N=5),
 - crisis situations (N=6),
 - lack of research (N=2),
 - lack of ethical guidelines (N=3),
 - reduced effectiveness of interventions (N=2)
 - impact on the therapeutic relationship (N=3).
 - One open ended response mentioned concerns about risk management, particularly with young people.



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Conclusions

- E-learning can be a helpful approach to develop digital competence and confidence.
- Represents an efficient and effective approach to workforce development to support digital transformation in services.
- Present evaluation limited to Clinical Psychology Trainees – could explore further among other practitioners
- Qualitative comments highlighted interactivity and suggested refinements
- Small numbers of participants still had reservations/concerns about digital practice after training



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Accessing the e-learning via BPS Learn (provides CPD certificate)


Free to all psychologists and psychological therapists (no need for BPS membership).

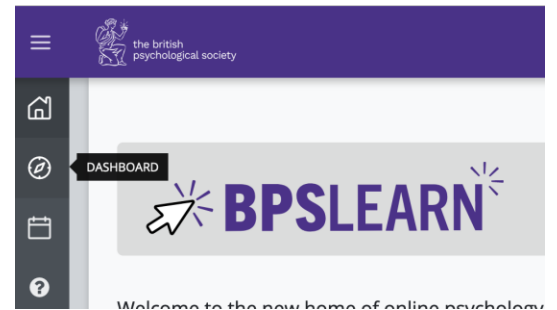
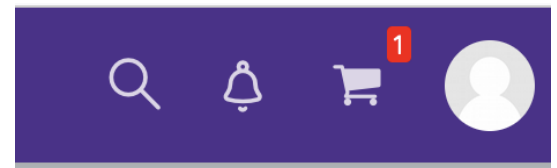
1. Login via BPS Learn <https://learn.bps.org.uk/> (need to set up an account first) and find the course 'Developing competencies for digital clinical practice' and add it to your cart
2. Go to your shopping cart and check out
3. Go to your Dashboard and start the course!

www.bps.org.uk

Developing competencies for ... £0⁰⁰

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Accessing the e-learning via DigitalHealthSkills website (no CPD certificate)

DigitalHealthSkills.com

<https://digitalhealthskills.com/elearning/>



www.bps.org.uk

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E-Learning

Developing competencies for digital clinical practice

Moulton-Perkins, A., Pote, H., Latchford, G., Rides, G., Raczka, R., Jacques, C., Papadopolou, E., Thew, G., Read, R., Clarkson, L., Griffith, E., Priest, P., Saunders, T., Dowzer, D., Cavanagh, K. (2022). Developing Competencies for Digital Clinical Practice: ELearning (2022). British Psychological Society, Division of Clinical Psychology, Digital Healthcare Committee. Launched 12-5-2022. Available online <https://digitalhealthskills.com/elearning/>



Introduction to Developing
Competencies for Digital Clinical
Practice

