

## Why we need to train our future workforce in digital mental health practice?

The digital future of the NHS and the need for mental health practitioners to develop digital competences is clearly defined in UK government policy. Implementation of digital strategy will be impeded if staff training is not fully supported by NHS training programmes, employers and individual professional bodies - Wachter Review (2016) . However the definition of competences and delivery of pre-registration professional training in digital mental health practice is largely absent.

## How are we tackling this in Clinical Psychology Training?

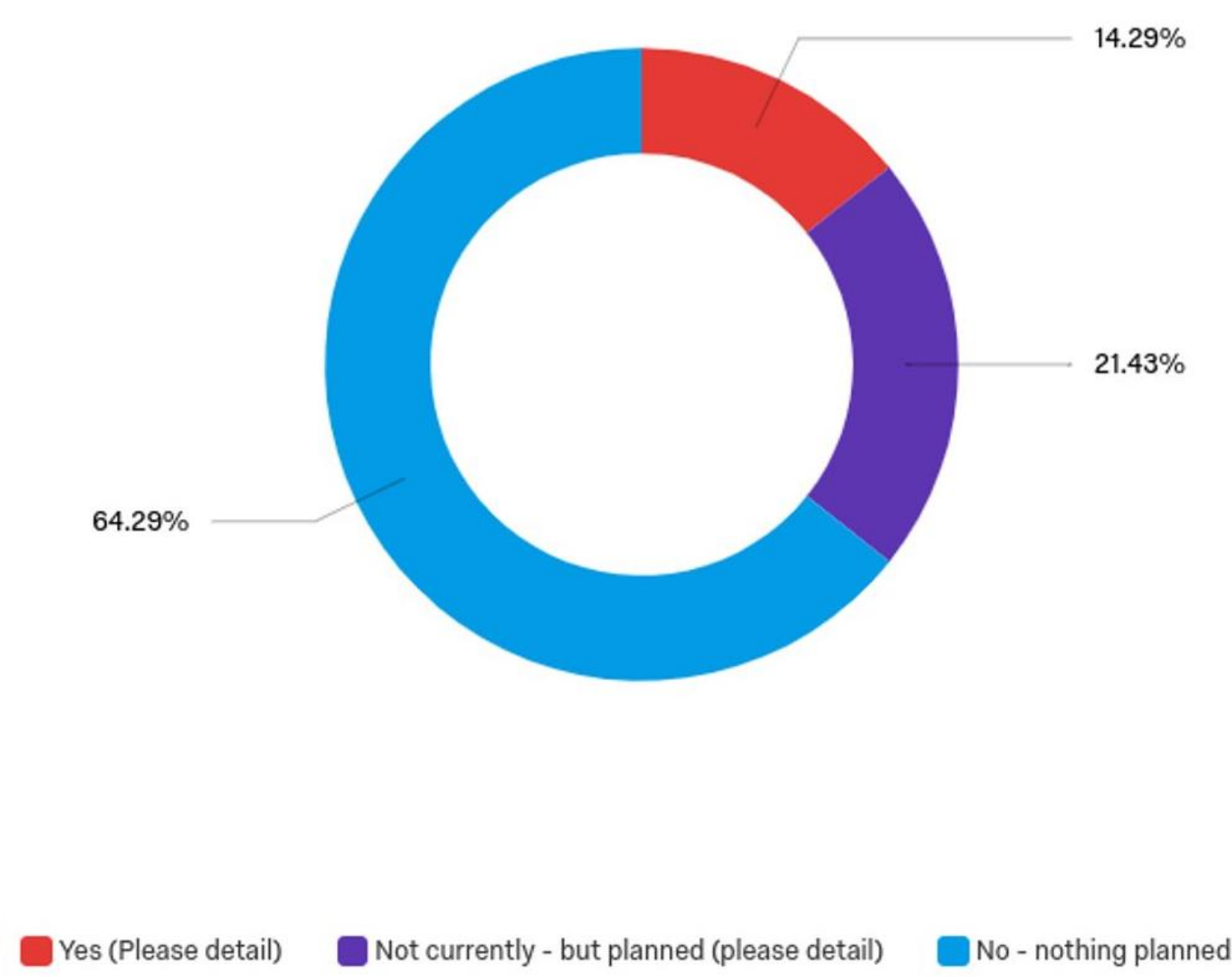
Commissioned by the Group of Trainers in Clinical Psychology (British Psychological Society) the aims of this UK project are to:

1. Define pre-registration Digital Mental Health Competences for CPs
2. Integrate these into Pre-registration training criteria
3. Support Training Courses in the Teaching of Digital Mental health skills (e-learning)

### Project methods

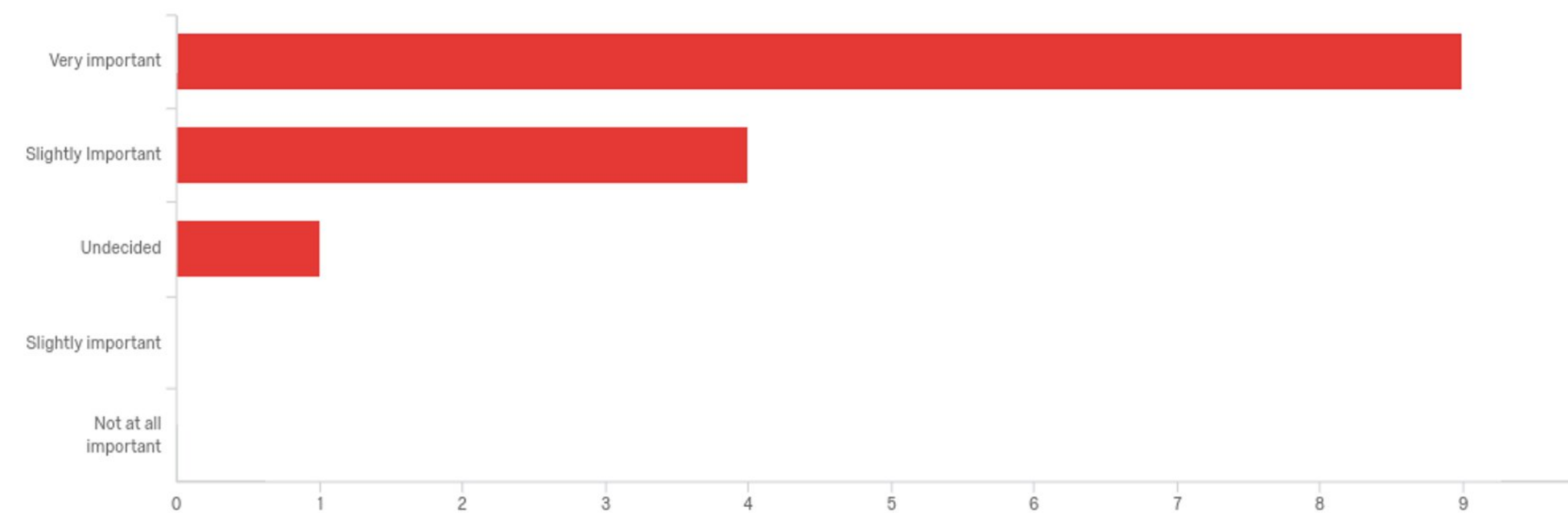
1. Set up a UK digital competences expert reference group consisting of Clinical Psychologists, Researchers & Trainers, NHS Trust Leads for Psychology, Psychology Students, Commissioners and Digital Companies.
2. Conduct UK Survey of Digital Mental Health Training for Clinical Psychologists (N=18/30 Training programmes responded) - current training offered and attitudes.
3. Review International Digital Competences Frameworks.
4. Outline Digital Competences Framework for Clinical Psychology - what digital knowledge and skills Clinical Psychologists require pre-registration.

Do you offer any academic teaching in Digital Mental Health for your trainee CPs?

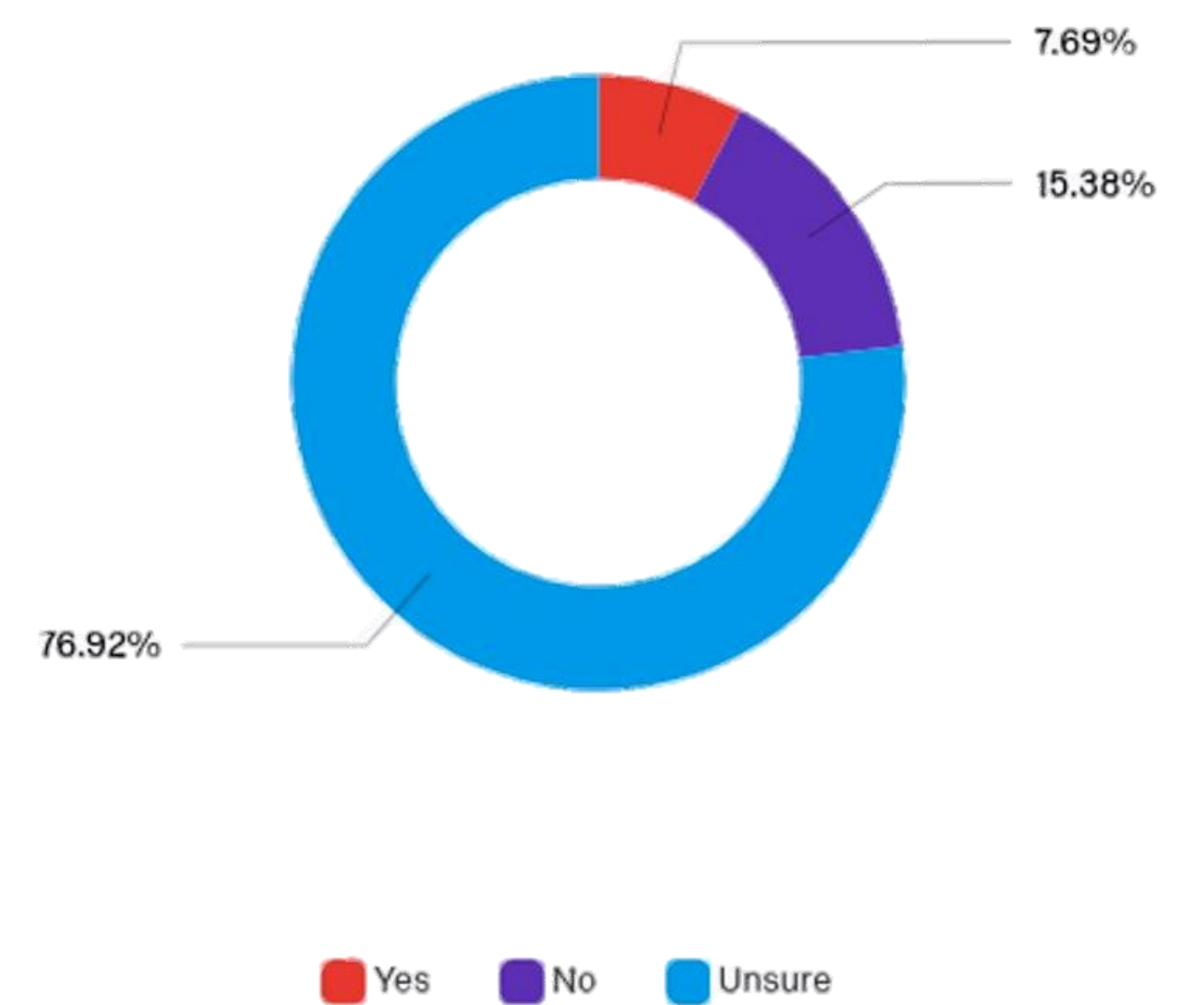


## Survey of Current CP Digital Mental Health Training

How important would you rate Digital Mental Health training for your trainee CPs future practice?



Do your trainee CPs get any training in Digital Mental Health through placements?



## A new framework for Digital Mental Health Competences

Digital Competences	
Knowledge	Skills
<p>Knowledge of clinical safety issues (risk) associated with digital/remote therapeutic work</p> <p>Knowledge of opportunities and limitations of these technologies related to client factors</p> <p>Knowledge of digital PREMS and PROMs for a variety of client groups</p> <p>Knowledge of inclusion and exclusion criteria for online psychological assessment and outcome monitoring</p> <p>Knowledge of online screening tools - e.g. AQ10, SDQ</p> <p>Knowledge of psychological tests which can be conducted through digital means</p> <p>Knowledge of the factors involved in choosing online platforms, ensuring their clinical safety</p>	<p>Ability to select and utilize effectively online assessments that are suitable for remote administration e.g. sending links to online questionnaires via email or screen sharing an electronic questionnaire during a live video chat session</p> <p>Ability to conduct accurate clinical safety assessments given limitations of digital technologies</p> <p>Ability to assess and match client needs/interests/abilities to suitable digital modalities</p> <p>Ability to assess a client's suitability for online interventions, revising this as necessary on an ongoing basis</p> <p>Ability to select assessment instruments that have been normed for online administration</p> <p>Ability to evaluate the effectiveness and security of an app</p> <p>Ability to monitor PREMS and PROMs using digital methods</p> <p>Ability to manage outcome data collected digitally and integrate this into treatment planning</p> <p>Ability to conduct psychological testing through digital means</p>
<p>Knowledge of contemporary digital technologies used in the direct and indirect delivery of psychological interventions</p> <p>Knowledge of levels of intervention and how digital technologies can be integrated at different points in a stepped care model</p> <p>Knowledge of group versus individual interventions delivered via digital technologies</p> <p>Knowledge of child and adult mental health and well-being apps, apps for the psychological management of physical health conditions, as well as psychological problems experienced by individuals diagnosed with dementia and learning disability sourced through approved/reputable resources e.g. NHS Digital and ORCHA</p> <p>Knowledge of the process and criteria for approval of Apps and the difference between NHS approved and currently tested in NHS, and other approval sources e.g. ORCHA - <a href="https://digital.nhs.uk/services/nhs-apps-library">https://digital.nhs.uk/services/nhs-apps-library</a></p>	<p>Ability to conduct therapy in individual and group format using a range of digital technologies</p> <p>Ability to critically appraise different technology platforms and select the most appropriate for the intervention planned</p> <p>Ability to adapt digitally informed interventions to the needs of clients from a range of ages and abilities</p> <p>Ability to recognise how employing digital technologies may influence how agreements are made with clients and/or supervisors about confidentiality and its limits e.g. safe recording and transfer of client sessions using secure cloud technology</p> <p>Ability to manage outcome data collected digitally and integrate this into treatment planning</p> <p>Ability to reflect in supervision on the client's response to different digital modalities and the impact on the therapeutic relationship</p>

Framework includes digital competences related to:

- Meta-competencies
- Assessment & Formulation
- Psychological Intervention
- Evaluation & Research
- Communication & Teaching
- Leadership & Consultation
- Personal & Professional Skills and Values

SCAN ME TO VIEW THE FULL FRAMEWORK

<https://digitalcompetences.000webhostapp.com/>

"NHS infrastructure - IT is in the stone age in NHS"

"Demands of fitting digital teaching in to an already packed curriculum"

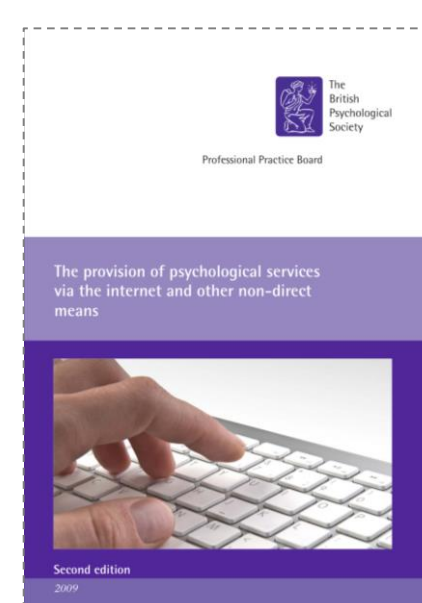


"Lack of digital competence in supervisors and trainers"

"I'm not sure to what extent the NHS placements and services within which trainees work are fully up to speed in terms of digital mental health"

Existing international competence guidance suggests that to work effectively in a digital realm Clinical Psychologists will need to:

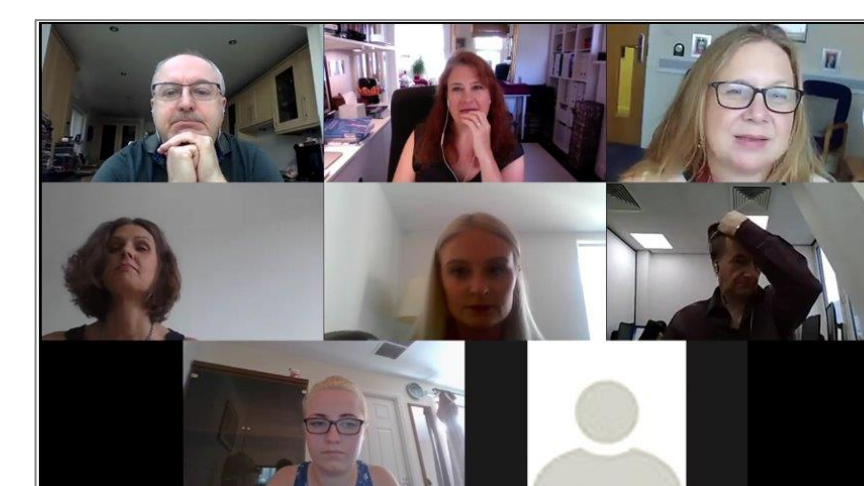
- Understand the evidence base for digital assessments, interventions and online therapies
  - Appreciate ethical and information governance issues
  - Develop competences in the delivery of online therapy and use of apps
  - Develop skills in managing clinical safety and risk in digital practice
- Understand the commissioning of digital services and related quality approvals
  - Facilitate the inclusion of service users in developing digital services



## Next steps:

We need your feedback on the draft Digital Competences Framework. Please find below the link and QR code to the short survey to gather your views.

[https://rhulpsychology.eu.qualtrics.com/jfe/form/SV\\_4NJrBL2Stio0boV](https://rhulpsychology.eu.qualtrics.com/jfe/form/SV_4NJrBL2Stio0boV)



Thank you from the GTICP digital competences expert reference group. To find out more contact our Chair – **Dr Helen Pote, Royal Holloway:** [h.pote@rhul.ac.uk](mailto:h.pote@rhul.ac.uk)