



Teaching, Therapy and Technology

Adventures at the Deaf, Hard of Hearing and Deaf-Blind Well-Being
Program

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Objectives

- Teaching: Perspectives on adult education
- Therapy: Background of Psychotherapy Supervision
- Technology: The evolution of technologies to facilitate psychotherapy learning



Deaf Well-Being Program Goal

- Develop a center of excellence for Deaf, Hard of Hearing and Deaf-Blind Mental Health Services
- Train staff to provide high quality, evidence based mental health treatments that are accessible, culturally sensitive and address the needs specific to our population



Training Perspectives

- What do we teach?
- How do we teach it?



What do we teach?

- Empirically supported treatments
 - DBT
 - CBT
 - Anger treatment
- Therapeutic Working Alliance
 - Bond
 - Task
 - Goals



How do we teach it?

- What are you teaching?
- What is the role of the teacher?
- What is the role of the learner?

What is the role of a teacher?



- A. Present information that is clear, compelling and accurate
- B. Challenge students to think about things in more complex ways
- C. Demonstrate and help the student to acquire and master new skills
- D. Provide a safe and supportive environment and help the learner to develop self confidence
- E. Challenge students to recognize larger societal problems

What is the role of the learner?

- A. Pay attention and work to fully understand and remember the material
- B. Be open minded and challenge themselves to develop more sophisticated ways of thinking
- C. Practice and master new skills or techniques to apply to the real world
- D. Develop self confidence and ask for support when needed
- E. Work to recognize and change societal problems and inequity

What is most the most important thing that people need to learn / teach?

- A. Information and Content
- B. New concepts and ways of thinking
- C. How to apply new learning to the real world
- D. Increased self confidence and comfort with the material
- E. Recognize systemic problems and know how to change society for the better



Teaching Perspectives

- Dan Pratt et al.
- Five perspectives on teaching
- Set of assumptions about the
 - Teacher
 - Student
 - Material
- <http://www.teachingperspectives.com/drupal/>

Teaching Perspectives



Transmission

- Expert with knowledge presents clear and compelling information that students, absorb, study and are able to recall

Developmental

- The teacher challenges, guides and questions learners to help them develop increasingly sophisticated ways of thinking

Apprenticeship

- The teacher is a skilled practitioner who demonstrates, observes and guides the learner to increasing competence

Nurturing

- The teacher provides a safe and secure place for learners to express themselves and build their confidence

Social Reform

- The teacher's goal is broad social change and the teaching concentrates on deconstructing social norms to reveal inequalities and will motivate students to change

Learning Perspectives for WBP



Transmission

- knowledge about therapy, Deaf culture, Language

Developmental

- new ways of thinking about therapy and client

Apprenticeship

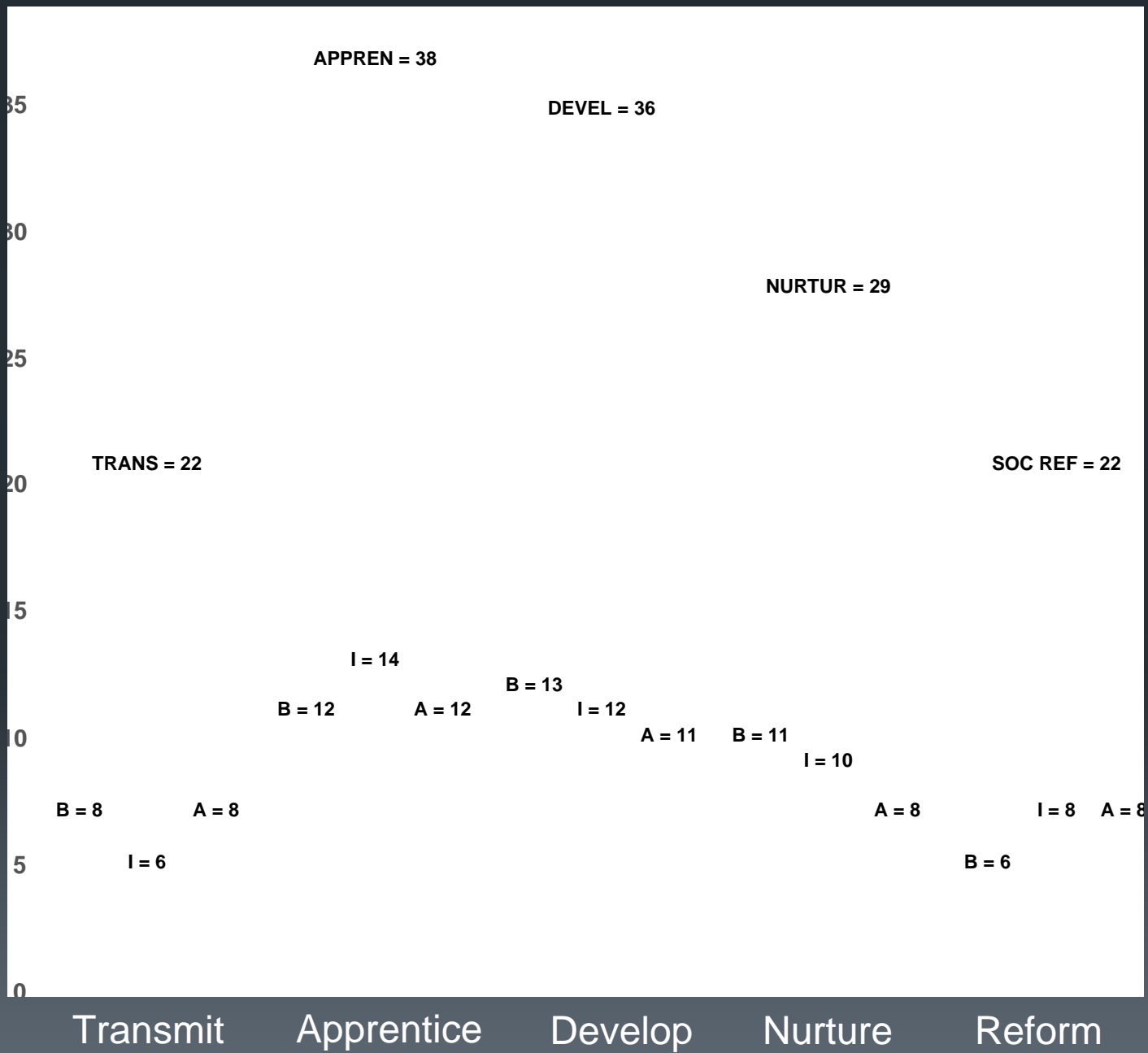
- Content only a small part of the therapy

Nurturing

- Providing a safe environment where therapists can get support

Social Reform

- Understanding and awareness of historical and ongoing injustice and inequity



Supervision / Consultation



- How do we know if therapist is actually doing the treatment?
- How do we monitor quality of the treatment?
- How do therapists improve performance?
- Limited Research on the effectiveness of supervision



Therapist Performance: Feedback

- Therapists are often unaware when treatment has derailed
- Therapists are unaware of reasons for drop out and poor outcomes
- Providing feedback to therapists on the status of the therapeutic working alliance improves client outcomes

Sapyta, Riemer, & Bickman, 2005
Lambert, 2011



Qualities of effective feedback

- Therapist is committed to the goal of improving their performance
- Therapist is aware of a discrepancy between the goal and reality
- The feedback source is credible



Qualities of effective feedback

- Immediate
- Frequent
- Straight forward
- Unambiguous
- Concrete suggestions



Structure of effective feedback

- Avoid the criticism sandwich
- Key Items to Address
 - Things that person should keep doing
 - Things that could improve
 - Things they should stop doing

Psychotherapy Training Technology: Process Notes



Psychotherapy Training Technology: Audio Recording



Psychotherapy Training Technology: Video Recording



Psychotherapy Training Technology: One-way mirror



Psychotherapy Training Technology: One-way mirror





Live Supervision

- Team watches a live therapy session
- Provides live feedback via video monitor or ear piece
- Better working alliance and than delayed video supervision
- Clients report that the sessions were less smooth than video

Fenell et al. 1986



Live Supervision

- Immediate feedback to clinicians
 - Technique
 - Client information
 - Style
 - Content
- Immediate Support

Live Supervision: Therapist View



Live Supervision: Client View



Live Supervision: Team View





Live Supervision: Considerations

- Consent
 - Straight forward explanation
 - Purpose of the recordings
 - Who will be watching
 - What will be done to maintain security
 - Reminder about confidentiality



Live Supervision: Interpreters

- Demanding Job
- Interpreters concurrently interpret between the team members AND therapy sessions
- Balancing work load and overcrowded room
- Not typical interpreter assignment
 - Interpreters will not be able to catch everything all the time



Live Supervision: Transparency

- Clients are informed and aware of the process
- Varied responses as to how much they would like to monitor
 - Meet the team
 - Check the monitor
- Therapists may pause to read and think or reference the feedback being provided



Live Supervision: Considerations

- Timing of the feedback – delays with interpreting, group discussion
- Distracting
- Breaking eye contact, therapist might miss something the client is saying
- Length of feedback (keep it short and clear)
- Willingness of therapists to use suggestions



Group Discussion

- How do you teach/learn?
- How do you improve your own performance?
- What technology has been useful for you to improve performance