



# Maternal-Infant Health Care: questions, issues and procedures on integrated practice

1<sup>st</sup> International Congress S.I.P.Ped  
Palermo, 30 Novembre 2 Dicembre 2017

## **Unità “Formazione all’integrazione medico-psicologo”**

The Training research group on integrated practice pediatrician/psychologist

G. Biondi, G. Fava Vizziello, M.T. Miletta



# Education and Training of students and practitioners

Alongside a broader movement toward competency attainment in professional psychology and within the health professions, the American Society of Paediatric Psychology has made a huge contribution to establish **core competencies** in the field and address the need for contemporary training recommendations.

# Aims of the group

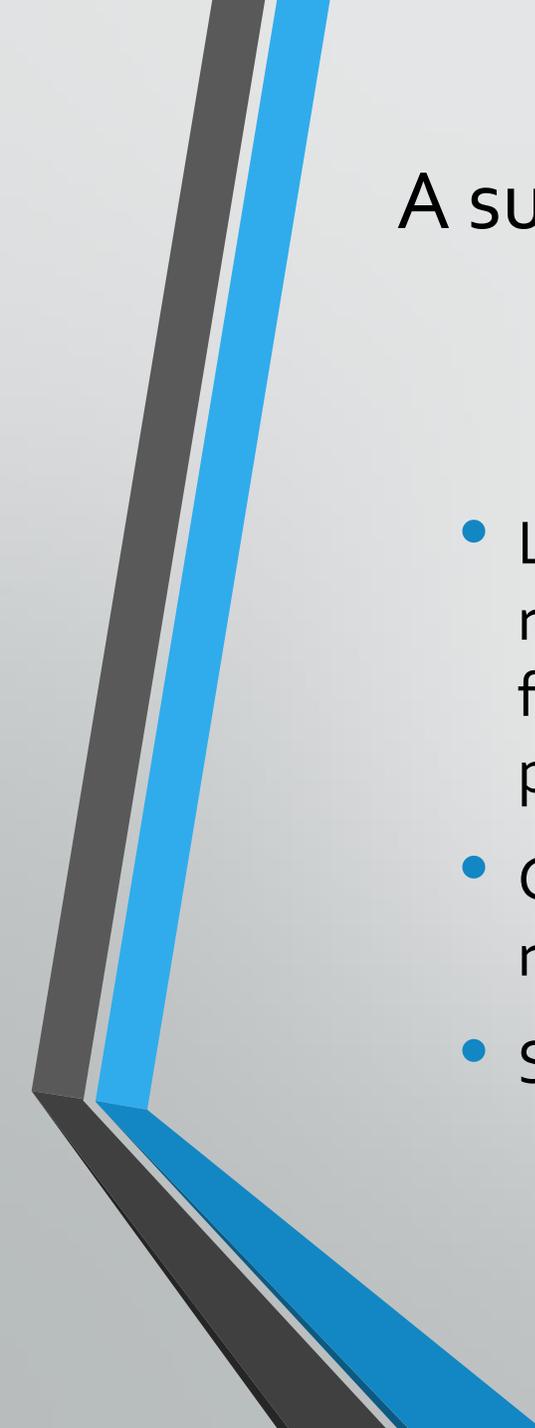
The TRAINING RESEARCH GROUP of the Italian society of paediatric psychologists has been created in order to reflect upon

- On the state of the art of paediatric psychology in Italy and
- On the needs for psychologists and paediatricians to follow an integrated approach,
- and to make suggestions and training recommendations to the wider community.

# A survey on integrated practice between paediatricians and psychologists

A preliminary survey has been made to analyse the state of the art of paediatric psychology in Italy in terms of

- Profile of the Italian Paediatric Psychologist;
- Level of Integrated practice and confidence in working in a multidisciplinary team;
- Relationship with the paediatrician/ and the paediatricians' feedback on that relationship;



# A survey on integrated practice between paediatricians and psychologists

- Level of perceived competence in the areas of knowledge reported by the American Society of paediatric psychology task force in “Recommendations for the training of paediatric psychologists” (2003).
- Challenges due to an environment different from the counselling room in terms of timing and setting;
- Suggestions for training for future practitioners

# Sample

- No intention to produce a survey representative of the Italian population of paediatric psychologists or paediatricians. We have intentionally made an explorative survey with further research in mind.
- 28 Colleagues, members of SIPPED, have filled the questionnaire
- We have involved 7 paediatricians 1 consultant
- The reason to involve paediatricians was to gain a deeper understanding of their perspective in working collaboratively with a psychologist following a holistic approach

# Profile of the respondent

- *Experienced,*
- *Involved in different types of services, on a specialist level,*
- *Mostly familiar with belonging to a multidisciplinary team,*
- *both role of consultant and liaison*
- *Following mainly a cognitive or systemic approach or a mixt of both*
- *Few with the role of supervisor in their team*
- 65% of the cases a psychologist works both with the role of consultant in a different team (following a referral) or liaison

# Profile of the respondent

- 40% Private sector
- 35% National Health System
- 25% Community services
- 65% specialist intervention
- 35% health services in the community

80% work in a **multidisciplinary team**, 50% of the respondents identify working jointly on a regular basis

# Profile: Education

- All psychotherapists follows mainly a cognitive or systemic approach or a mix of both
- 80% have received some training in integrated practice, mainly privately, only **20 % from his own Trust**
- there is clearly **no single path to becoming a paediatric psychologist**

Allo stato attuale I percorsi di formazione non sembrano essere uniformati. E ciò determina una ***varietà di intervento*** non sempre inseriti in programmi interdisciplinari.



# Integrated Practice and multidisciplinary teams: Identified team strengths (8/10 risposte)

- High levels of professionalism, emotional and organisational support
- Value of individual opinion and professional debate, flexibility to accept and make yours alternative viewpoints
- Higher motivation
- An integrated case management
- More creative problem solving
- Holistic approach
- Mutual support
- A new common language



# Integrated Practice and multidisciplinary teams: Identified Weak points

(time, resources coordination/management, competences)

- Working side by side
- Too far point of views
- Personal limits due to a low self-awareness
- Reduced quality of intervention due to time
- No Effective coordination of resources
- Conflict management and resolutions
- Coordination and Management of a multidisciplinary group
- Not enough time for coordination
- Not a group approach yet to case management

# Identified frequent barriers to a multidisciplinary working

- no both in mutual trust and in collaborative process
- unrealistic expectations
- persistence of a defensive attitude from the medical team
- traditions/professional cultures, particularly medicine's history of hierarchy
- lack of training in interprofessional collaboration;
- lack of appropriate mechanism for timely exchange of information;
- lack of framework for problem discovery and resolution;
- different goals of individual team members;

# Reported examples of good practices

- Management of complex cases;
- Respect of competencies and ability to self-review and believes in order to develop a common solution;
- Co-working with the medical staff in order to explain diagnosis and prognosis to family members;
- Medical staff, psychologist, social worker and family members working jointly towards the efficacy of the treatment;
- Joint needs analysis in order to assess risk factors and prevent negative outcomes.

# Level of confidence and training in working in paediatric health setting

According to the **12 areas of knowledge** identified in the work done by American Society of Paediatric Psychology task force, we have asked to psychologists and paediatricians to report their level of training and confidence in working in a paediatric health setting.

*\*Society of Paediatric psychology task force report: recommendations for the training of paediatric psychologists. [Spirito A<sup>1</sup>](#), [Brown RT](#), [D'Angelo E](#), [Delamater A](#), [Rodrigue J](#), [Siegel L](#) . (2003)*

# Answers with low training and confidence...

## Psychologists

- life span developmental psychology
- life span developmental psychopathology
- child, adolescent, and family assessment
- **intervention strategies; research methods and systems evaluation**
- **professional, ethical, and legal issues pertaining to children, adolescents, and families**
- issues of diversity
- the role of multiple disciplines in service-delivering systems
- prevention, family support, and health promotion
- social issues affecting children, adolescents, and families
- consultant and liaison roles
- **and disease process and medical management**

# Answers with low training and confidence...

## Paediatricians

- **life span developmental psychology**
- **life span developmental psychopathology**
- child, adolescent, and family assessment
- intervention strategies; research methods and systems evaluation
- professional, ethical, and legal issues pertaining to children, adolescents, and families
- issues of diversity
- **the role of multiple disciplines in service-delivering systems**
- **prevention, family support, and health promotion**
- social issues affecting children, adolescents, and families
- consultant and liaison roles
- and disease process and medical management

# Identified training needs

## Psychologists

- Supervision
- Models of collaborative alliance between health care systems, community services and education organizations in order to guarantee an holistic approach to care and treatment
- Paediatric diseases, symptoms and treatment
- Bereavement support

## Paediatricians

- Needs analysis
- Integrated practice
- Supervision
- Models of collaborative alliance between health care systems, community services and education organizations in order to guarantee an holistic approach to care and treatment

# Challenges: early assessment and referrals

## REFERRALS

BASED ON EMERGENCY RATHER THAN IDENTIFICATION OF RISK FACTORS AND EARLY ASSESSMENT

The main reason for referral is crisis management, stress management in child and /or family members, anxiety management, anger management and depression.

NO POSSIBILITY OF PREVENTION OF EARLY INTERVENTION

# Challenges: early assessment and referrals

## Early assessment

- Only 4 respondents (out of 28) have chosen answer YES
- If the initial assessment includes a psychological one, the psychologist has the ability to identify risk factors and prevent stress liberating the medical staff from doing referrals and from feeling responsible of the emotional wellbeing of family members
- **condivisione e non delega**

# Challenges: time and setting

## Time

**URGENCY AND EMERGENCY**



Ability to calibrate interventions

Ability to offer a short term support while referring to the community service in a synergetic and collaborative work

## Setting

**VARIABILITA' E IMPREVEDIBILITA'**



Flexible, ability to work in an environment, different from the counselling room

# Challenges: work with the families

Only 55% of respondents declare to do a continuative work with families and parents



NATURE OF THE WORK

POSSIBILITY OF identifying families at risk of risk, with poor coping strategies and low resilience?

# Training

- Do you believe that a course in paediatric psychology should include subjects on integrated practice?
- How would you organise the course in order to get the core competences on paediatric psychology?
- What would you suggest to support a professional dealing with the emotional involvement of his work?



- **Paediatric diseases, symptoms and treatment**
- **disease process and medical management**



- **Case study discussion following an holistic approach**



- **Supervision in group**

# Perplessità sull'efficacia dell'indagine prudenza sulle risposte

- Da indagare meglio l'appartenenza a un Team multidisciplinare
- La formazione per un approccio integrato....indagare meglio la definizione di approccio integrato (e' solo conoscere l'altro ?)
- Percorsi non uniformati di formazione producono una varietà di intervento e un intervento personalizzato

# DAL PARALLELISMO ALLA INTERDISCIPLINARITÀ: PEDIATRIA E PSICOLOGIA A CONFRONTO

---



L'esperienza al servizio di un  
pensiero innovativo

*Dialoghi informali/Tavola Rotonda*

---

**Il ruolo della psicologia in pediatria  
I criteri per una buona collaborazione  
Gli ostacoli e le buone pratiche  
Analisi linee guida di altri Paesi Europei**



S.I.P.Ped. - Società Italiana  
di Psicologia Pediatrica

**GIOVEDÌ 14 DICEMBRE 2017  
ORE 13-15**

**Brunch presso  
The American University of Rome  
Via Pietro Roselli, 4 - 00153, Roma**

