HOPE, SELF-COMPASSION, AND THE CULTIVATION OF SELF-EFFICACY DURING MENTAL HEALTH TRAINING

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William James College, 2016

Acknowledgements

- My Committee
  - Claire Fialkov, Ph.D.
  - Shyamala Venkataraman, Ph.D.
  - Don Chase, Psy.D., MPH
  - Judith Jordan, Ph.D. (Discussant)
- Statistics extraordinaires
  - Laura Wainwright, Ph.D.
  - Gemima St. Louis, Ph.D.
- My Professors and supervisors
- My family
- My friends

Presentation Outline

- Research Question and Hypotheses
- Introduction
- Definition of Key Terms
- Literature Review
- Methods
- Results
- Implications
- Reflections/Questions

Research Question and Hypotheses

- Primary research question:
  - What is the relationship between trainee clinician self-efficacy, hopefulness, and self-compassion?
- Hypotheses:
  - Hope and self-compassion would be positively correlated with each other and with self-efficacy.
  - There would be a stronger positive relationship with self-efficacy when the effects of hope and self-compassion are combined.

Introduction

- Multifaceted stressors of being a psychology graduate student and the subsequent physical, mental, and psychological outcomes (Cushway & Tyler, 1992).

- Scarcity of research on factors that promote wellness, learning, and self-confidence.

- Clinician self-efficacy associated with positive outcomes such as increased professional satisfaction and positive affective experiences as well as decreased anxiety in clinical contexts (Ducharme, Knudsen, & Roman, 2008).

Definition of Key Terms

- Hope
  - Future-oriented way of thinking that incorporates individuals' capacities to set incremental goals toward a purposeful end (Snyder et al., 1991).
- Self-Compassion
  - "Being open to and moved by one's own suffering, experiencing feelings of caring and kindness toward oneself, taking an understanding, nonjudgmental attitude toward one's inadequacies and failures, and recognizing that one's experiences are part of the common human experience (Neff, 2003a, p. 224).
- Self-Efficacy
  - "People's judgments of their capabilities to organize and execute course of action required to attain designated types of performances (Bandura, 1986, p. 39).
- Counselor Self-Efficacy
  - Clinicians' beliefs about their ability to engage in counseling-related behaviors and their capacity to manage diverse clinical situations (Larson & Daniels, 1998).

Review of the Literature

- Trainee Professional Development
- Stress and the Mental Health Professional
- Theoretical framework: Social Cognitive Theory (SCT)
  - Bandura (1977) coined the term self-efficacy.
  - "People are both products and producers of their environment" (Bandura, 1989, p. 4).
  - Components of SCT
  - The Social Cognitive Model of Counselor Training (SCMCT)
  - 4 sources that contribute to self-efficacy
- Hopefulness
  - 2 appraisal processes
  - Distinction between hope and optimism
- Self-Compassion
  - 3 core components
  - Benefits of self-compassion

Methods

- Research questions
  - What is the relationship between trainee clinician self-efficacy, hopefulness, and self-compassion?
  - Do trainee clinician hopefulness and self-compassion have a synergistic effect?
    - When hopefulness and self-compassion scores are combined, will they correlate more robustly with trainee clinician self-efficacy than when accounted for separately?
- Hypotheses
  - Hope and self-compassion would be positively correlated with each other and with self-efficacy.
  - There would be a stronger positive relationship with self-efficacy when the effects of hope and self-compassion are combined.

Methods continued…

- Research Design
  - Online survey format
- Participants
  - 147 (mean age = 28.68)
  - Masters and Doctorate level clinicians-in-training
  - Recruited from an East coast graduate college of psychology as well as other programs nationwide
  - Predominantly Caucasian
- Procedures
  - Survey Preparation
    - 3-part anonymous survey on Qualtrics
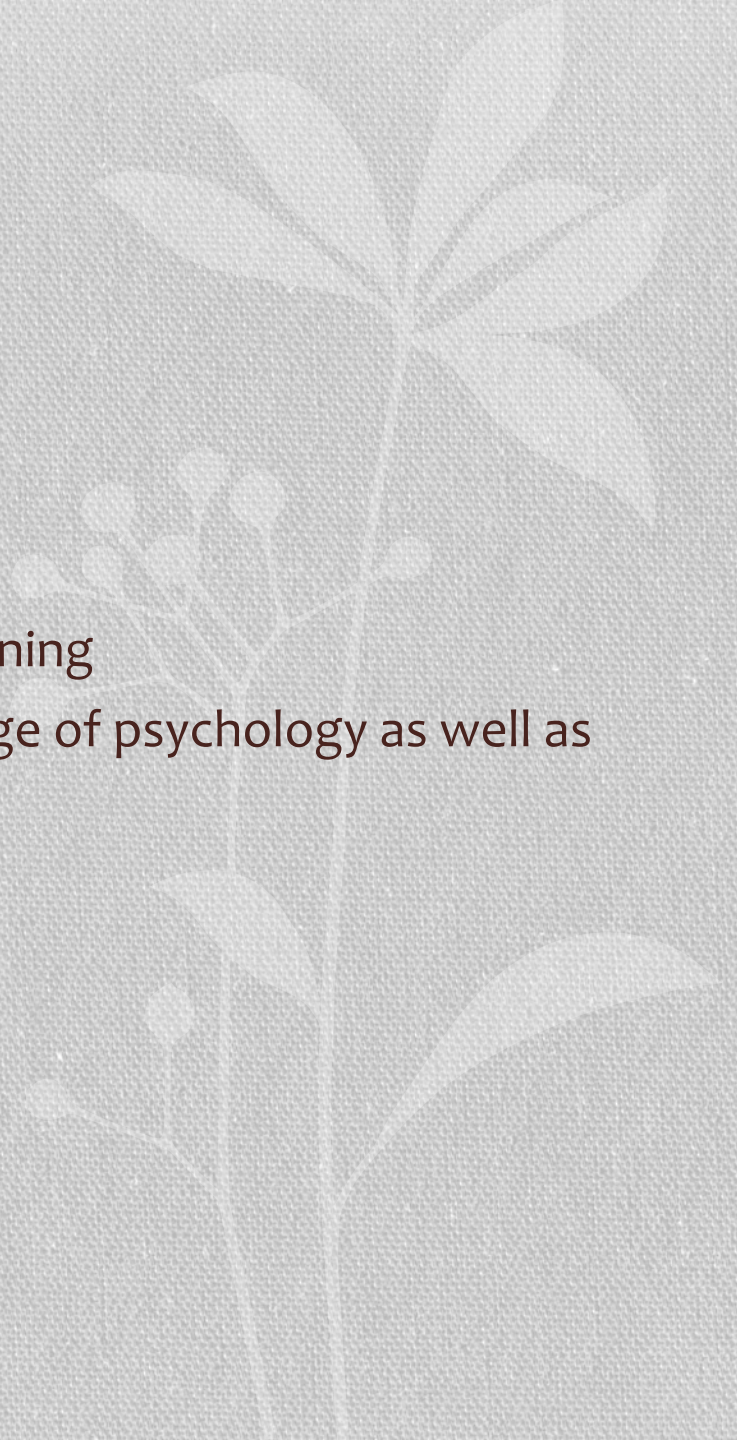
Methods continued…

- Soliciting and Enrolling Participants
  - Via email and Facebook to personal contacts, graduate schools, and supervisors
- Instructions to Participants
  - Informed consent → demographic information → 3 measures
- Data Storage
  - Stored on Qualtrics with encrypted password-protected database
- Debriefing
  - No potential harmful outcomes
  - Researcher provided contact information should participants have any questions or concerns

Methods continued…

- Measures
  - Counselor Activity Self-Efficacy Scales (CASES) (Lent et al., 2003)
    - 41-item scale grounded in theories of trainee development
    - 3 subsections
      - Helping Skills
      - Session Management
      - Counseling Challenges
  - Self-Compassion Scale-Short Form (SCS-SF) (Raes et al., 2011)
    - 12-item scale
    - Encompasses 6 sub-factors (Self-Kindness, Self-Judgment, Common Humanity, Isolation, Mindfulness, and Over-Identification).
  - Hope Scale (HS) (Snyder et al., 1991)
    - 12-item scale
    - Includes: 4 distracter, 4 agency, 4 pathways items

Results

- Primary research question
  - What is the relationship between trainee clinician self-efficacy, hopefulness, and self-compassion?

- Hypotheses
  - Hope and self-compassion would be positively correlated with each other and with self-efficacy.
  - There would be a stronger positive relationship with self-efficacy when the effects of hope and self-compassion are combined.
  - Demographic results
  - Main results
    - Correlational analyses (i.e., relationship between) and multiple regressions (i.e., predictive strength) supported both hypotheses.

Pearson Correlations Between Study Variables

- Hypothesis: Hope and self-compassion are positively correlated with each other and with self-efficacy.

Measure	HS	SCS-SF	CASES
HS		.483*	.439*
SCS-SF			.329*

Note. *. Correlation is significant at the 0.01 level (2-tailed).

Additional Analyses

- Gender Differences
  - No significant differences
- Level of Education (Masters and Doctoral Level)
  - No significant differences
- APA Intern/Postdoctoral Status
  - Significant difference in hope and self-efficacy scores, however difference in self-compassion scores was not significant.
- Years of Clinical Experience Prior to Graduate School
  - Participants who had two or more years of experience prior to enrolling in graduate school had significantly higher self-efficacy scores than individuals with less than two years of clinical experience prior to enrollment.

Descriptive Statistics Regarding Years of Clinical Experience Before Enrolling in Graduate School

Measure	N	Mean	SD
HS			
> = 2 years	65	54.4308	5.60962
< 2 years	82	53.5854	5.45226
SCS-SF			
> = 2 years	65	3.4679	0.64123
< 2 years	82	3.3072	0.73027
CASES			
> = 2 years	65	268.7735	39.16563
< 2 years	82	251.5848	51.53384

Summary of Findings

- This research adds *self-efficacy* to the list of positive outcomes to which hopefulness contributes:
  - Academic achievement
  - Psychological adjustment
  - Physical health
- Trainee clinician self-efficacy scores are positively related to hopefulness and self-compassion scores.
- Hope scores predicted self-efficacy scores.
  - Bottom line: Hopefulness is the driving force in the equation fueling self-efficacy.

Implications

- Clinical practice is a complex process that demands a capacity to self-reflect, a desire to become more competent, and an ability to think flexibly that enables one to stay connected to goals even if their attempts initially become thwarted.

- Trainees must take active responsibility for further developing their well-being, professional satisfaction, and clinical effectiveness.

- The character strength of hope is influential. Students can leverage powerful effects of this variable as they set learning goals for themselves with their supervisors.

- We need to develop more hope and self-compassion interventions in psychology graduate school classrooms and supervision contexts.

- As trainees devote time and attention to fostering hope and self-compassion, they will be better able to teach and practice these strength-promoting interventions with their clients.

THANK YOU...

- For being here today!

References

- Compiled references can be emailed to whomever is interested!