

A decorative graphic on the left side of the slide, consisting of a network of light blue lines and small circles, resembling a circuit board or a stylized tree structure, extending from the top to the bottom of the frame.

EXPLORING THE BENEFITS OF AND  
NEED FOR COLLEAGUE ASSISTANCE:

A PANEL DISCUSSION

# FORMAT

- Panel Introductions
- Defining Colleague Assistance Programs
- WVPA Colleague Assistance Survey Results
- Panel Discussion
- Audience Questions
- Close

## PANEL MEMBERS

- Panel Chair: Brittany Canady, Ph.D., ABPP
- WVPA Colleague Assistance Committee Chair: Chantel Weisenmuller, Ph.D.
- Student Representative: Christina Lawrence, MA
- WVBOEP Representative: Sandra Strobel, Ph.D., NCSP

The background is a blue gradient. In the corners, there are white line-art illustrations of circuit boards or neural networks, with lines connecting to small circles.

# DEFINING COLLEAGUE ASSISTANCE PROGRAMS



## WHAT DO YOU THINK OF WHEN YOU THINK OF “COLLEAGUE ASSISTANCE”?





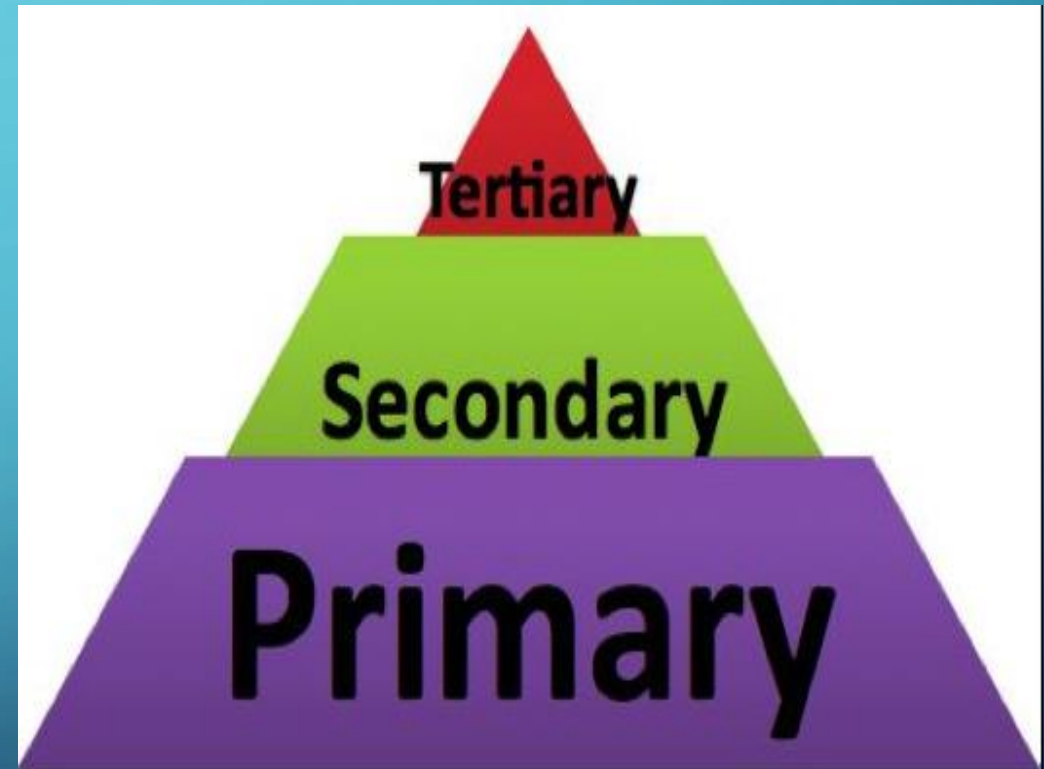


## WHEN DOES SOMEONE UTILIZE A COLLEAGUE ASSISTANCE PROGRAM?



# COLLEAGUE ASSISTANCE PROGRAM FUNCTIONS

- Address impairment
- Provide consultation
- Facilitate health and well-being



# CAP HISTORY - NATIONAL

- Programs were fairly common among SPTAs in the past, and tended to focus on secondary and tertiary prevention (APA, 2006)
- Many SPTAs stopped offering CAPs by the early 2000s (Barnett & Hilliard, 2001; ACCA, 2003)
- However, APA is increasingly encouraging SPTAs to offer colleague assistance programs



# CAP HISTORY – WEST VIRGINIA

- WVPA previously offered a colleague assistance program
  - Offered telephone consultation
- This program ceased a few years ago
- Re-development began in 2017, with a new Colleague Assistance Committee
  - Stakeholder survey

The background is a blue gradient with decorative white circuit-like lines in the corners. The lines consist of straight segments and small circles, resembling a stylized electronic circuit.

# WVPA COLLEAGUE ASSISTANCE SURVEY

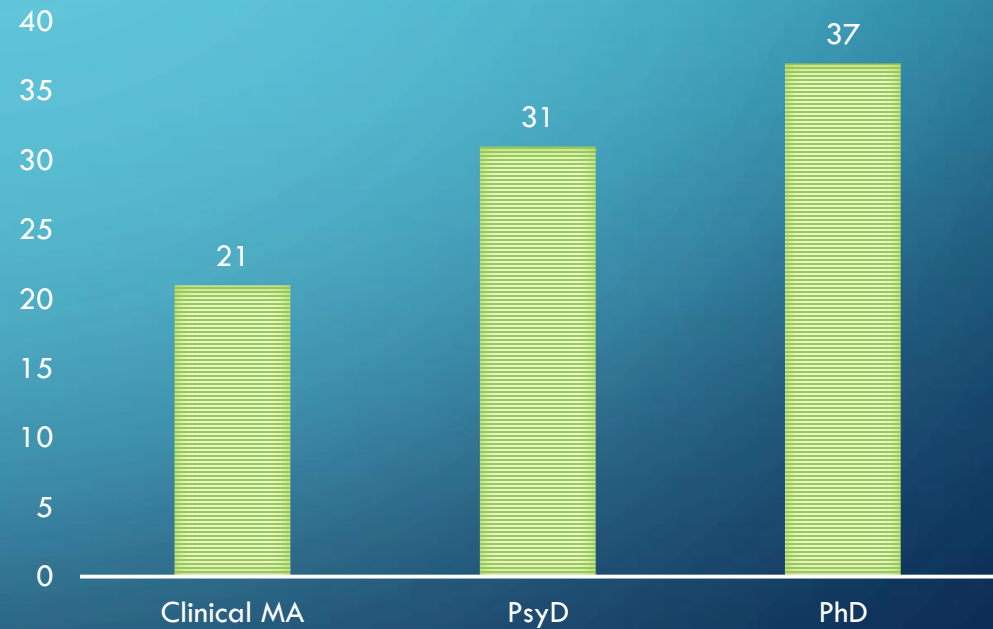
# METHOD

- The CAC developed a survey measure consisting of demographics, career information, methods of managing/coping with professional stressors, and perceptions of CAPs and their possible functions.
- A link to the Qualtrics survey was emailed to all licensed psychologists and supervised psychologists registered with the Board of Examiners of Psychologists, as well as the three doctoral-level clinical and counseling programs in the state.

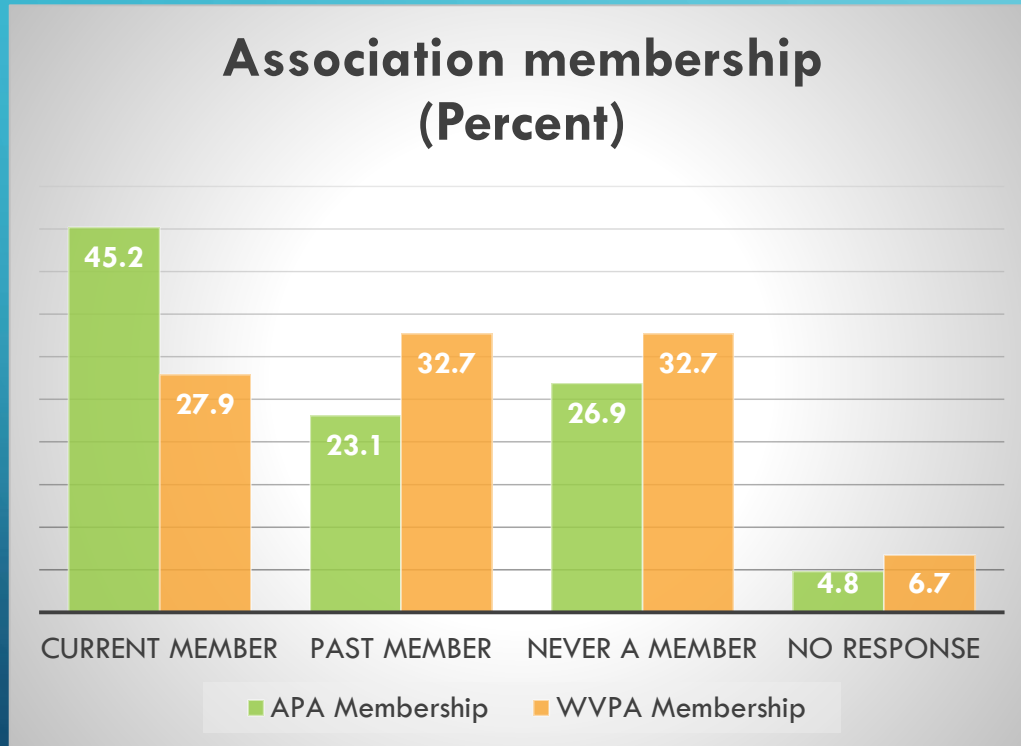
## RESULTS: PARTICIPANTS (N = 104)

- Most were currently licensed (81.7%), with relatively few students (8.7%) and supervised psychologists (3.8%)
- Mean length of licensure was 14.02 years (SD = 11.20)

**DEGREE TYPES**



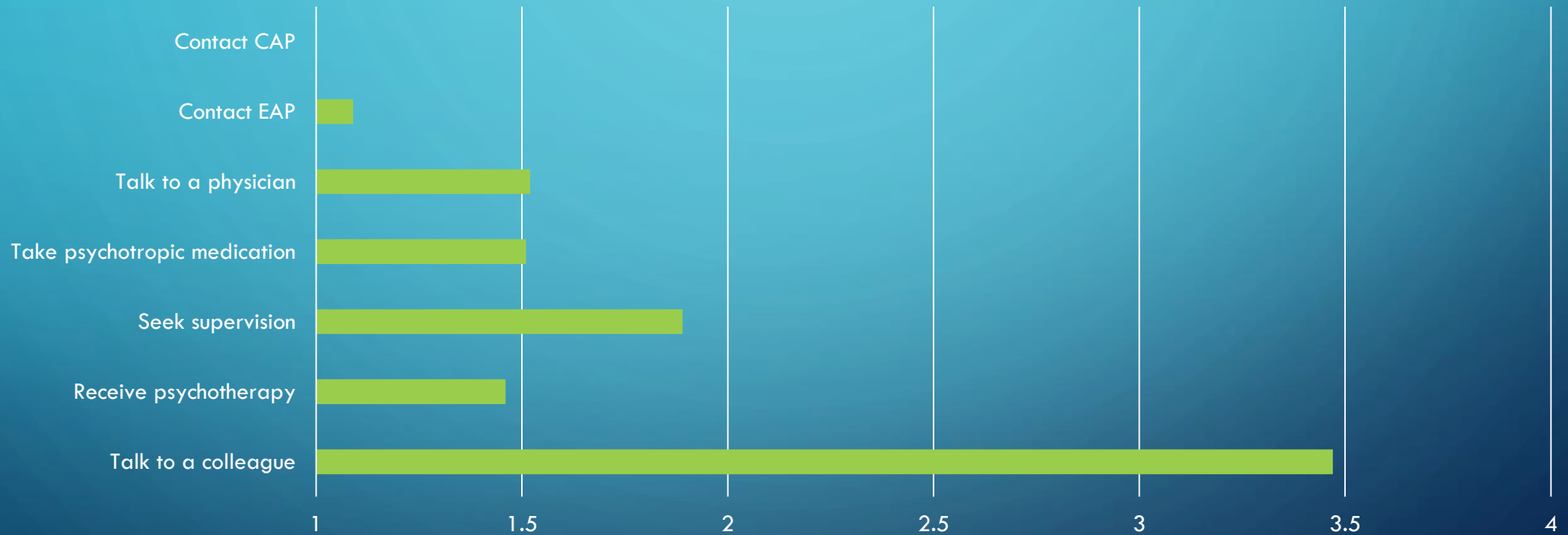
# RESULTS: PARTICIPANTS



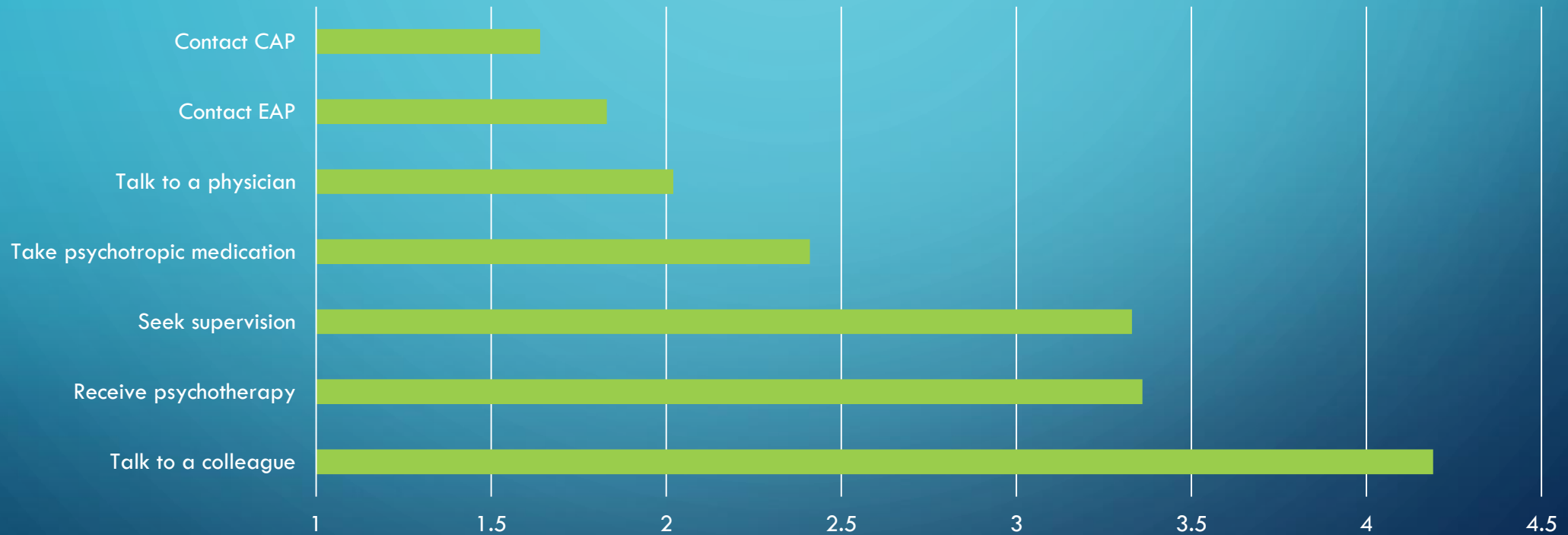
- Participants were from all over the state
- 48.1% reported they were originally from WV
- 39.4% received their terminal degree from a WV institution
- Most (68.3%) identified as female
- Average age was 47.02 (SD = 14.37)
- Mean length of licensure was 14.02 years (SD = 11.20)



# RESULTS: COPING/USE OF RESOURCES



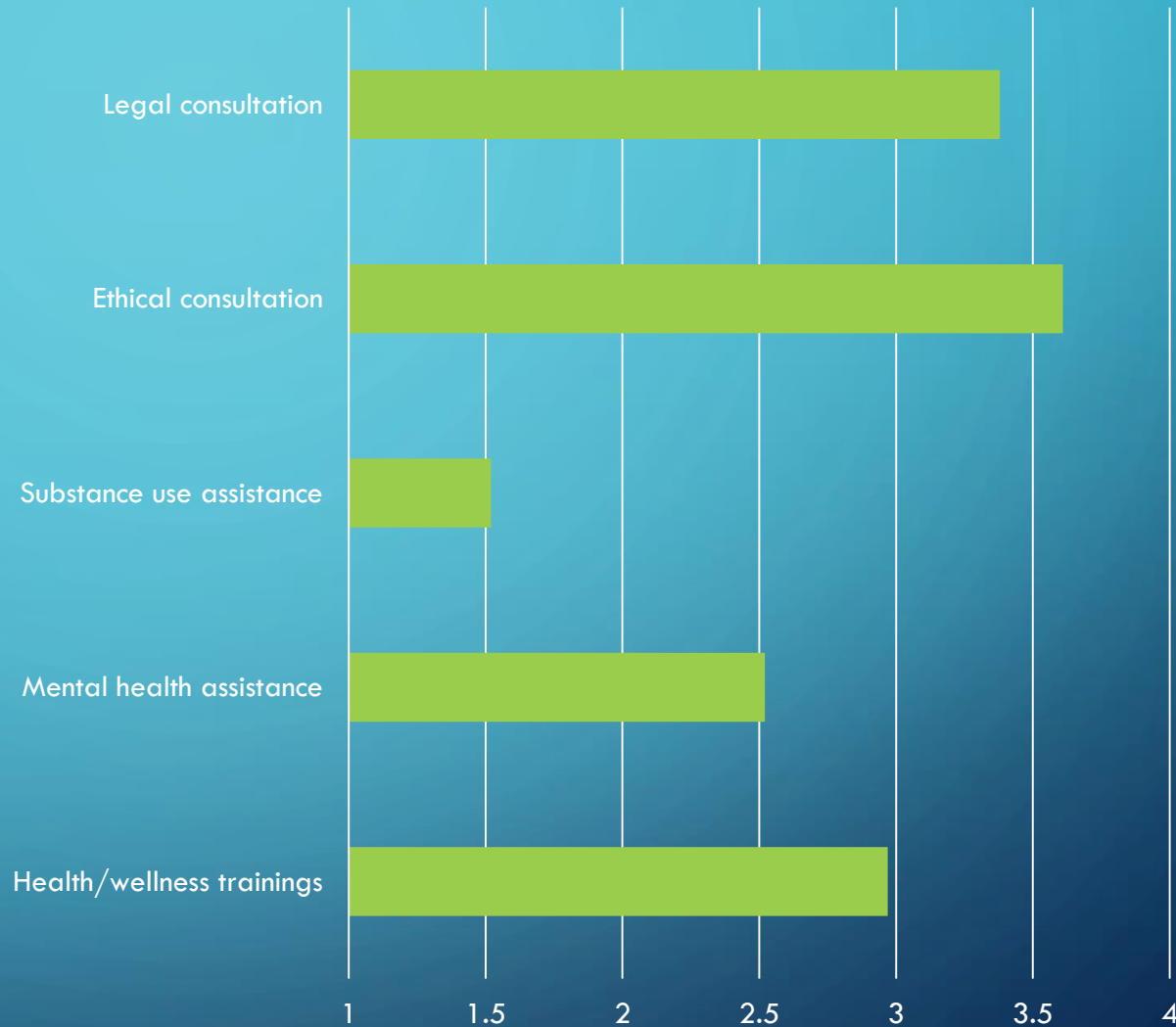
# RESULTS: HELPFULNESS OF RESOURCES



# RESULTS: INTEREST IN CAP SERVICES

Of note, significant negative correlations were present for interest in some services and length of career:

- Health/wellness training ( $r = -0.343$ ,  $p = 0.008$ )
- Mental health assistance ( $r = -0.317$ ,  $p = 0.016$ )



# PANEL DISCUSSION

## QUESTIONS FOR PANEL

- How might different stakeholders view a CAP?
- What are benefits and drawbacks of potential CAP models and functions?
- How can a CAP best support ethical practice?



# GENERATING QUESTIONS FOR PANEL

- Groups of 4-6
- Discuss your reactions thus far
- Develop questions you would like to ask the panel

# AUDIENCE QUESTIONS AND COMMENTS



THE SURVEY IS STILL OPEN! IF YOU HAVE NOT YET COMPLETED IT AND WOULD LIKE TO DO SO, PLEASE CONTACT DR. CANADY AT [B.CANADY@MARSHALL.EDU](mailto:B.CANADY@MARSHALL.EDU) FOR A STUDY LINK.