

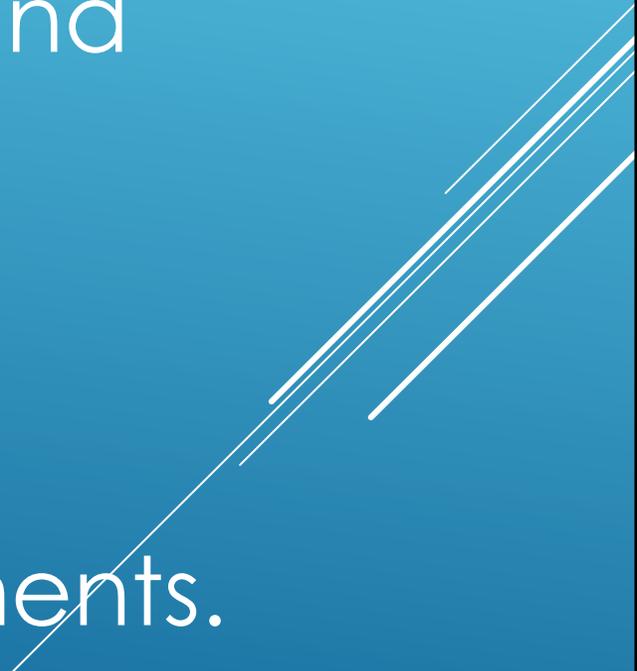


# INTERPROFESSIONAL COLLABORATION DURING OFFENDER TRANSITIONS

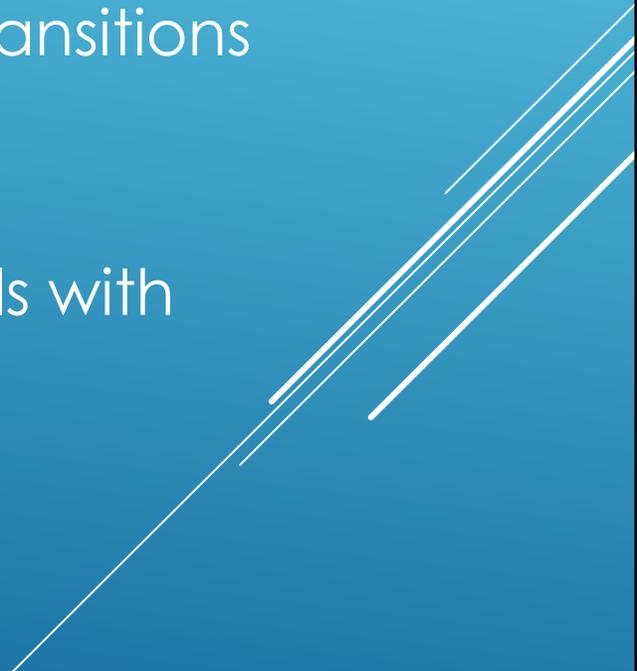
## Theoretical considerations, working models and the potential of the HCR-20

Hean, S. Bjørkly, S. & Ødegård, A.

# PROBLEM

- ▶ The demand on services when offenders make a transition between prisons or from prison back into society is complex and demanding.
  - ▶ It calls for the development of new interagency collaboration arrangements.
- 

# WORKSHOP AIM

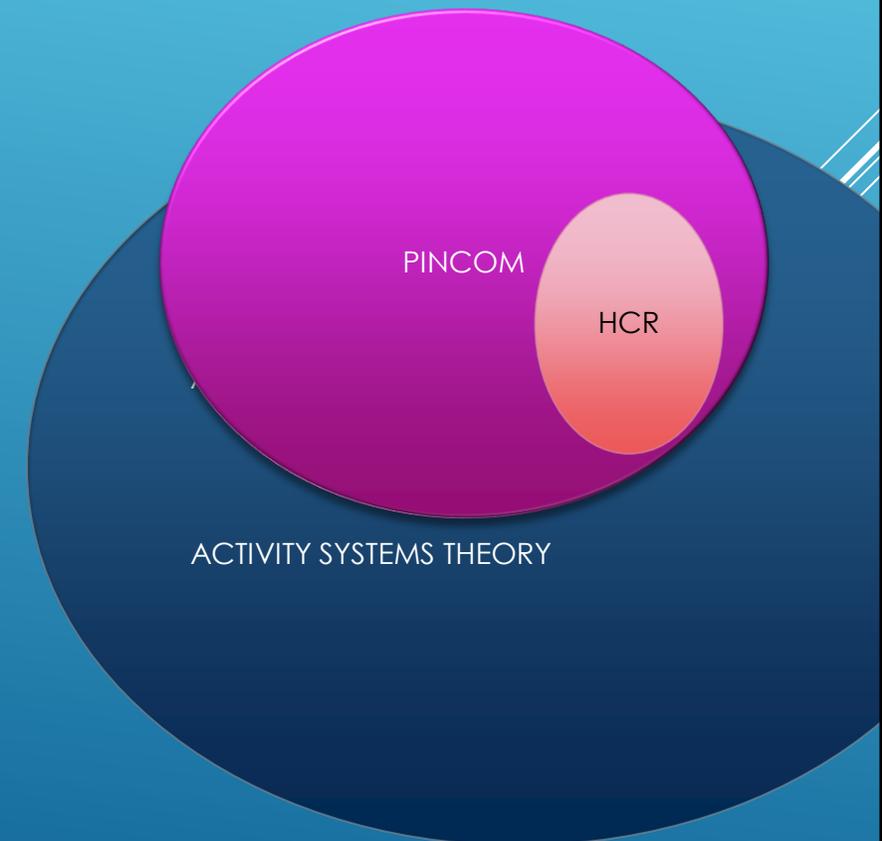
- ▶ We argue that managing collaborations during transitions requires a multiple prong approach.
  - ▶ This workshop explores with participants three tools with which to enhance these collaborations
- 
- A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against a blue gradient background.

**TOOL 1: ACTIVITY SYSTEMS THEORY AND  
CHANGE LABORATORIES**

**TOOL 2: AN ATTITUDINAL/RELATIONAL  
EVALUATION OR ANALYTICAL TOOL  
(PINCOM)**

**TOOL 3: HCR20 AS AN  
OPERATIONAL/INDIVIDUAL LEVEL TOOL AND  
BOUNDARY OBJECT RECOGNISABLE BY  
DIFFERENT INSTITUTIONS**

**OPEN DISCUSSION**



# DEFINITIONS

## Transitions

- ▶ the process or a period of changing from one state, condition, location or institution to another (Oxford Dictionary 2010).

## Definition of collaborative practice

- ▶ occurring when multiple health workers from different professional backgrounds provide comprehensive services by working with patients, their families, caregivers and communities to deliver the highest quality of care across settings (World Health Organisation 2010).

## Boundary objects

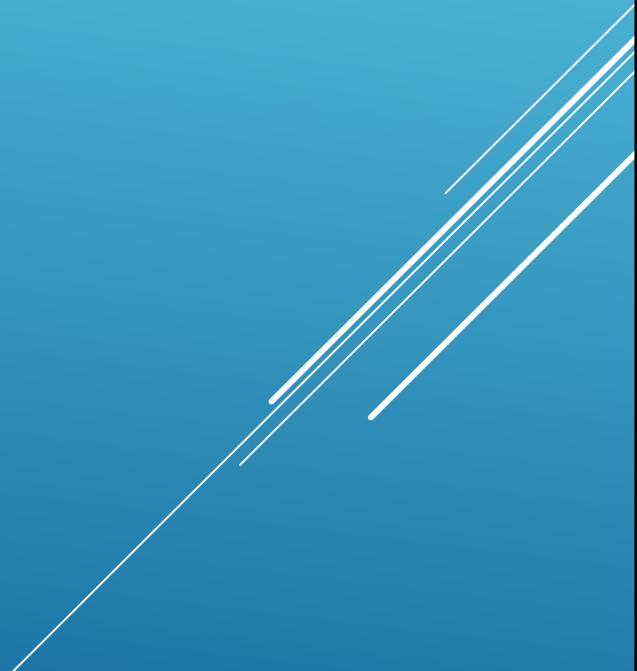
- ▶ Objects that facilitate the transfer, translation and transformation of knowledge between stakeholders from different groups (Carlile, 2004)

# CULTURAL HISTORICAL ACTIVITY SYSTEMS THEORY AND CHANGE LABORATORIES MODELS AS A MEANS OF IMPROVING TRANSITIONS

Sarah Hean

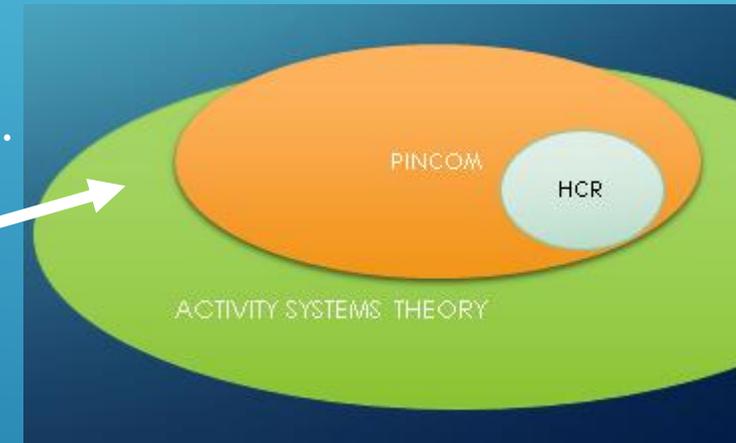
University of Stavanger, Norway

Bournemouth University, UK

A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, set against the blue background.

# ACTIVITY SYSTEMS AS A TOOL FOR REFLECTION AND INTERVENTION

- ▶ Activity systems theory is a **reflective tool** that helps articulate at an abstract and systems level
  - ▶ The activity or work process of focus e.g. risk assessment during transition.
  - ▶ the key players, norms and tools that govern the transition.
- ▶ It can be used as part of **structured interventions** that enable professionals:
  - ▶ Identify local challenges that face transitions
  - ▶ develop context specific innovations to these challenges



ACTIVITY: managing transition of an offender

TOOLS (e.g. HCR20)

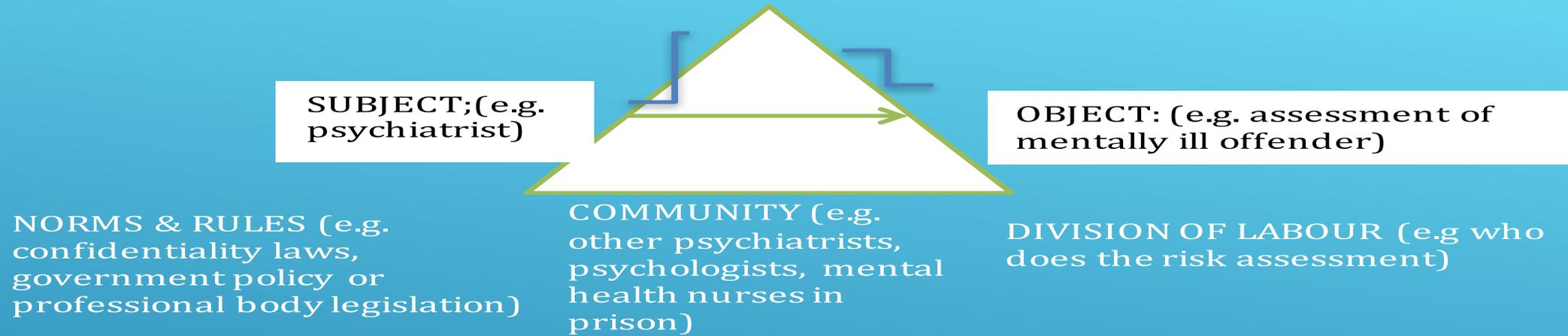


Figure 1: High security prison activity systems (adapted from Engeström, 2007)



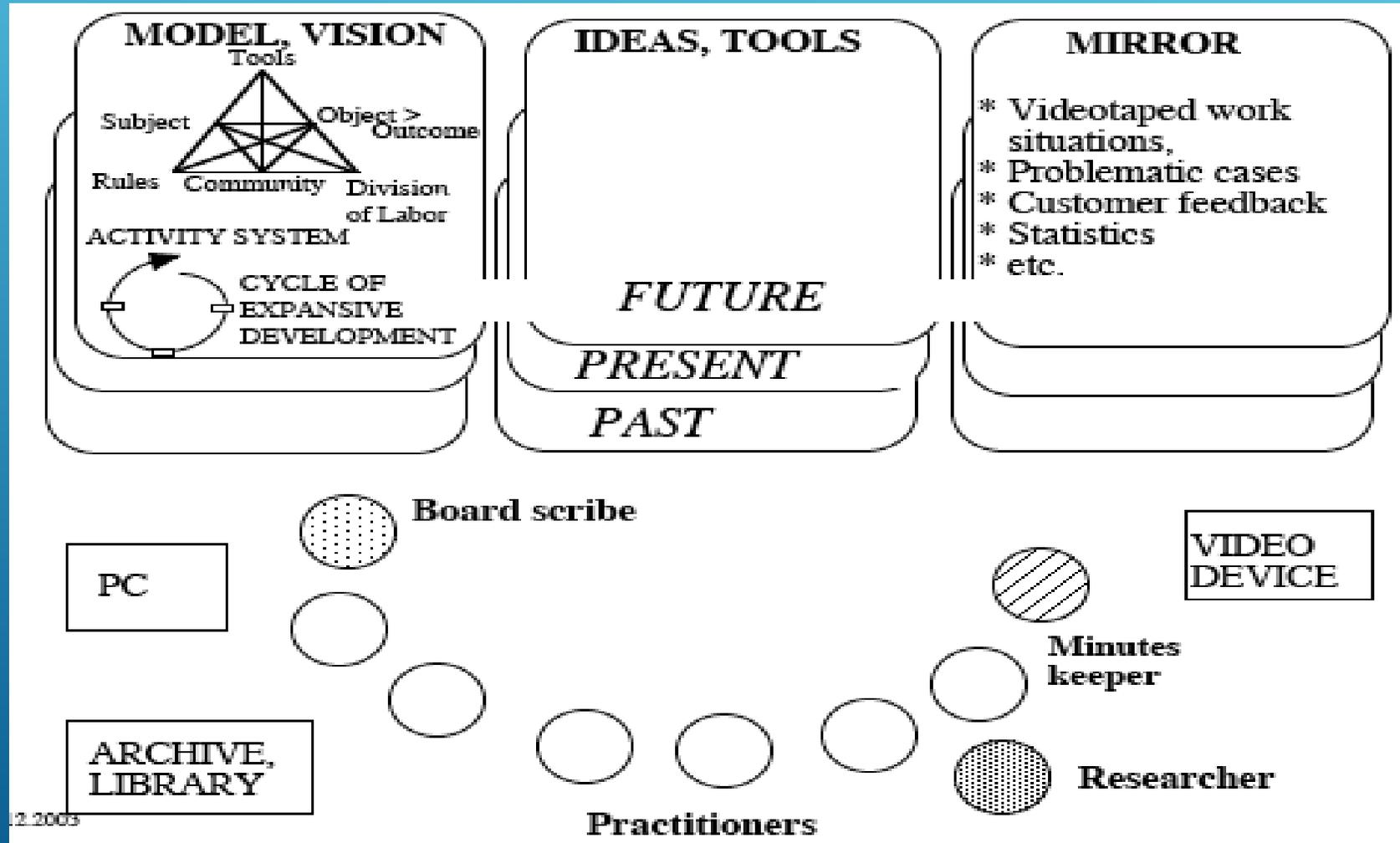
Figure 2 Boundary space where activity overlap

# Think of a relevant offender transition

*(adapted from Nielsen et al., 2017 COLAB personal communication, University College Absalon, Denmark)*

<b>Code No.</b>	<b>System categories</b>	<b>Research questions</b>	<b>In the past? Currently and how would you like it in the future?</b>
<b>B.1</b>	Subject	Whose perspective?	
<b>B.2</b>	Object	What are these people working on? To achieve what?	
<b>B.3</b>	Tools and signs	What is being used to achieve this?	
<b>B.4</b>	Divisions of labour	How is the work shared?	
<b>B.5</b>	Community	Who else is involved?	
<b>B.6</b>	Rules	What supports or constrains the work?	

# THE CHANGE LABORATORY



## Reflection continuum

ABSTRACT

CONCRETE



CHANGE LABORATORY INTERVENTION

(Theoretical Framework: Cultural  
historical Activity systems theory  
(CHAT))

(Mirror of practice, e.g. video  
of interagency practice)

Generation of social  
innovations

# COLAB CONSORTIUM

## Non academic



KRUS , Norway

FPC Dr S van Mesdag, the Netherlands (Forensic psychiatric institution)



Footprints (third sector offender mentorship charity) , UK

## Academic



Bournemouth University, UK



University of Helsinki, Finland



University of Stavanger, Norway



Institute of Occupational Therapy, Finland



University College Absalon, Denmark



University of Neuchâtel, Switzerland



HIM, NORWAY

# PINCOM AS AN ANALYTICAL TOOL - INTERPROFESSIONAL REFLECTION IN COLLABORATION PROCESSES

Atle Ødegård

Molde University College and University of  
Stavanger,

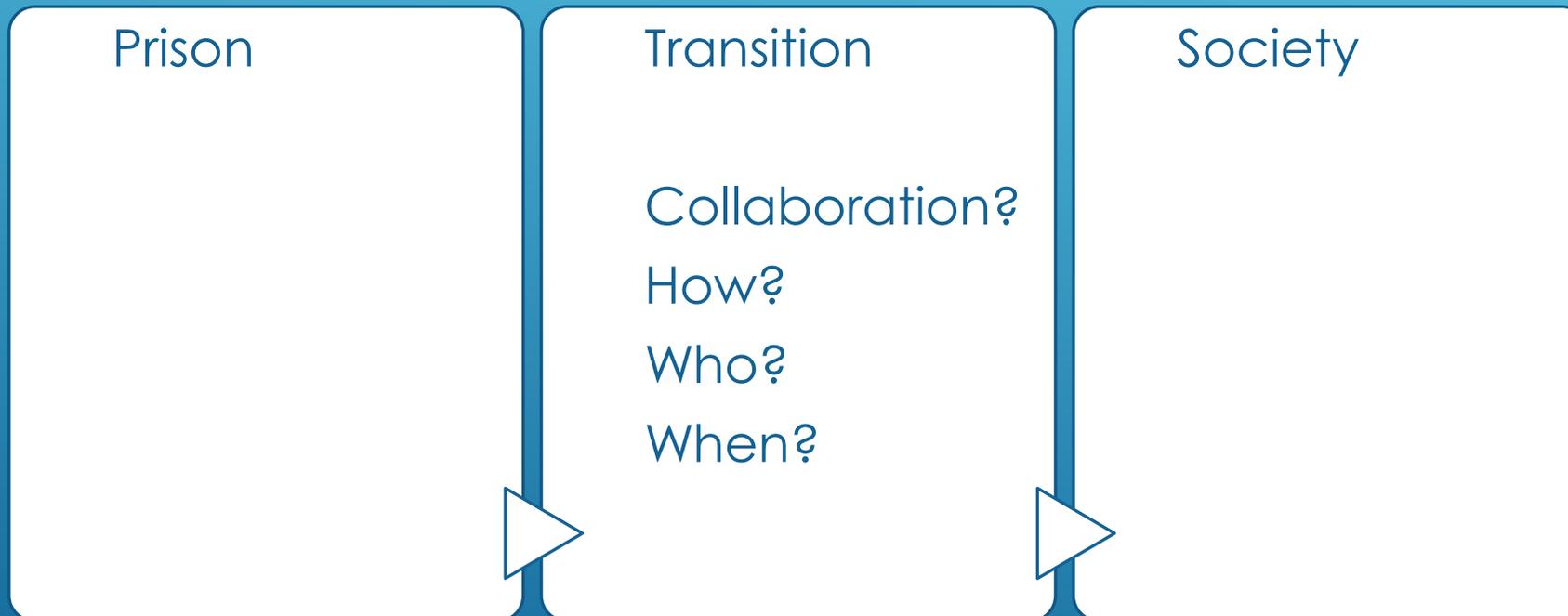
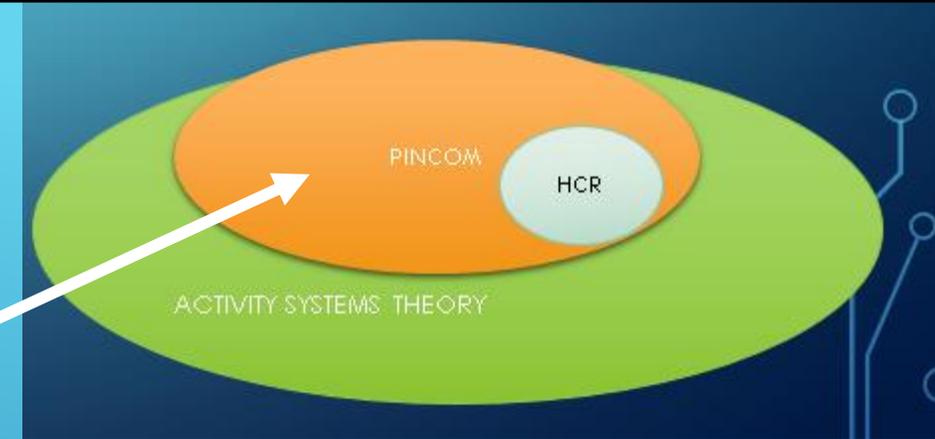
Norway

# COLLABORATION COMPLEXITY

- ▶ Is collaboration taken for granted?
- ▶ Interprofessional collaboration is a complex phenomenon and there is a need for conceptual models that enable professionals to reflect on different facets in their collaboration processes.



# The transition....



How to enable collaboration in the transition process?

# SOCIAL INNOVATION

- ▶ It is suggested that the model could be used within a larger social innovation framework (abstract 1), and as a reflective tool during or after structured clinical assessment (abstract 3).
- 

# PINCOM – enables reflection about collaboration

Perception of Interprofessional Collaboration Model (PINCOM).

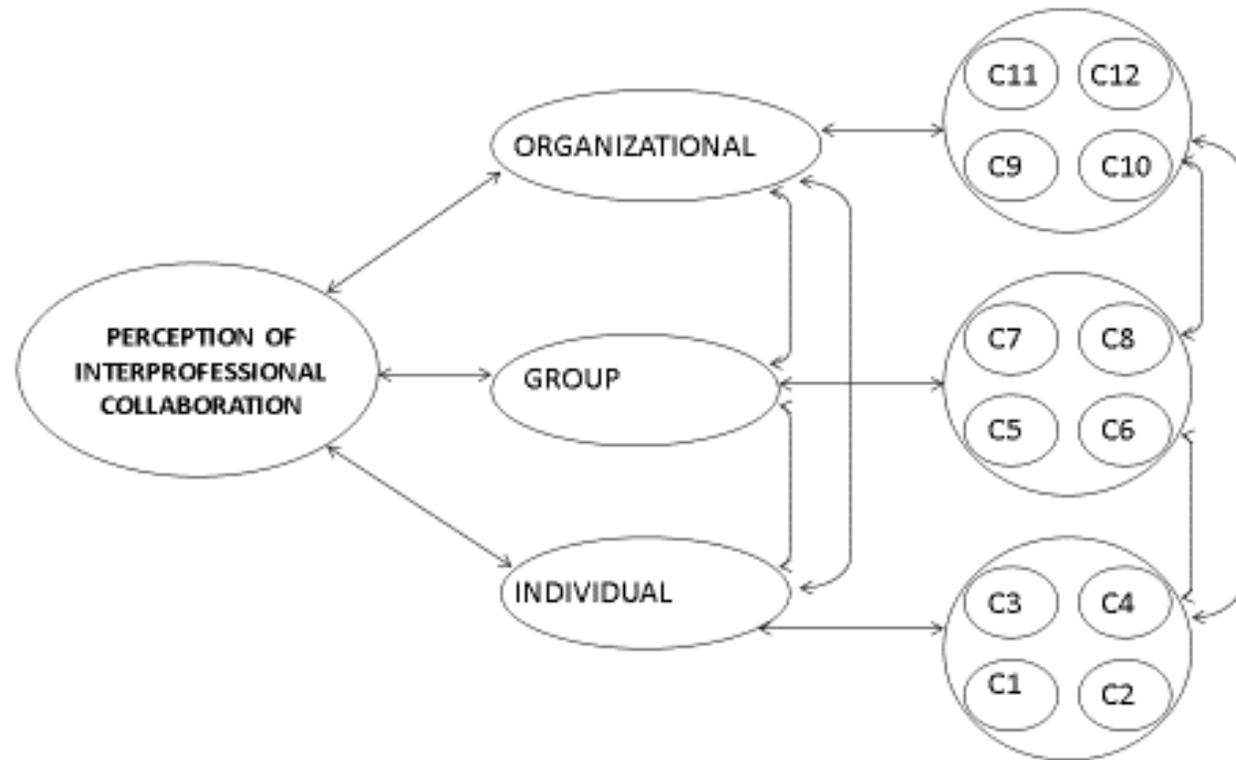
It contains 12 facets of collaboration on the individual-, group- and organizational level.



# PINCOM – CONCEPTUAL FRAMEWORK

Investigate how professionals perceive interprofessional collaboration (PINCOM-Q was developed – a questionnaire).

<https://nexusipe.org/informing/resource-center/pincom-q-perception-interprofessional-collaboration-model-questionnaire>



NATIONAL CENTER for  
INTERPROFESSIONAL  
PRACTICE and EDUCATION

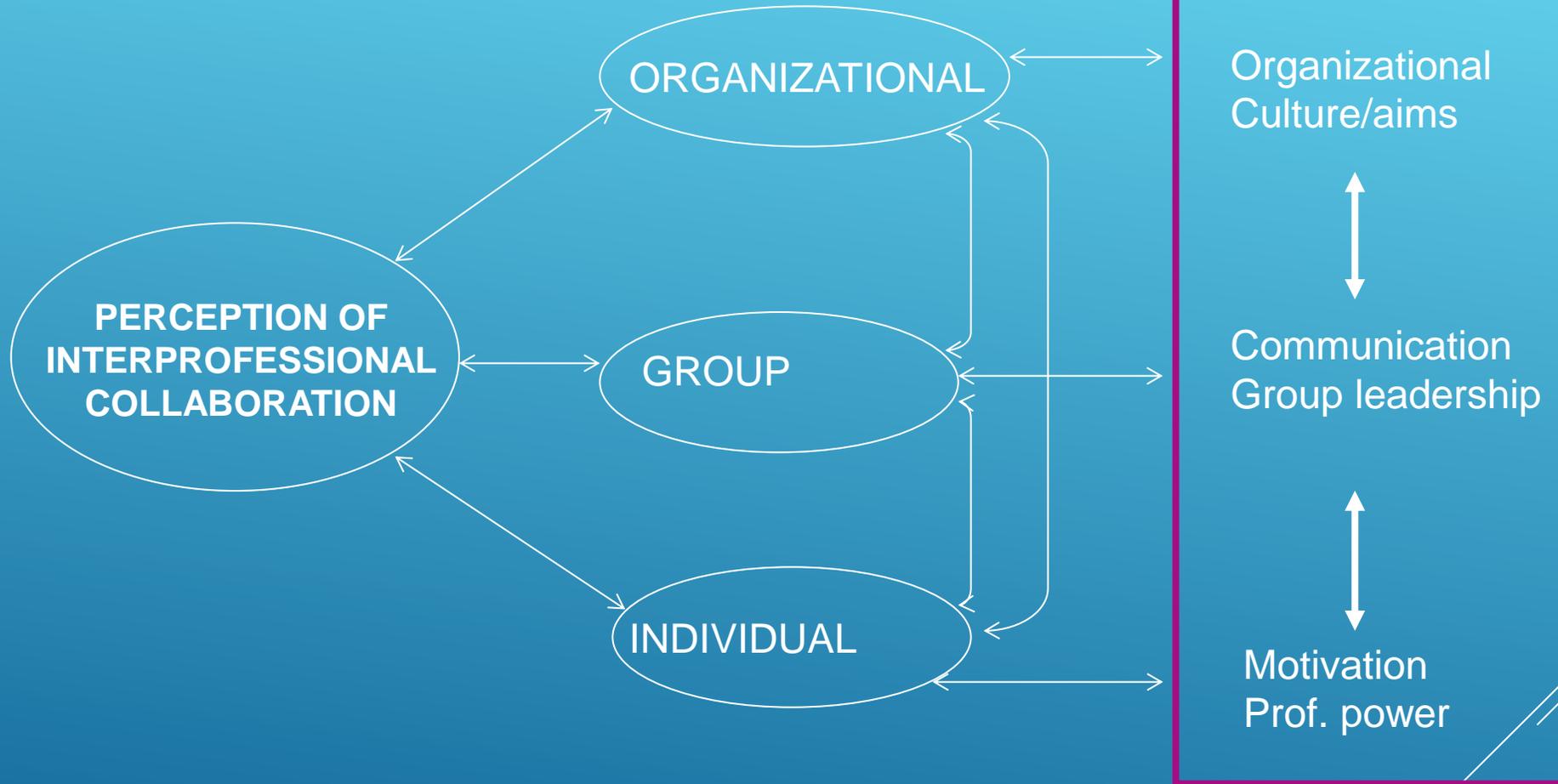
UNIVERSITY OF MINNESOTA

# 12 FACETS OF COLLABORATION

- ▶ C1 = Motivation
- ▶ C2 = Role expectation
- ▶ C3 = Personal style
- ▶ C4 = Professional power
- ▶ C5 = Group leadership
- ▶ C6 = Coping
- ▶ C7 = Communication
- ▶ C8 = Social support
- ▶ C9 = Organizational culture
- ▶ C10 = Organizational aims
- ▶ C11 = Organizational domain
- ▶ C12 = Organizational environment



# EXAMPLES



# PINCOM + REFLECTION = DIALOGUES

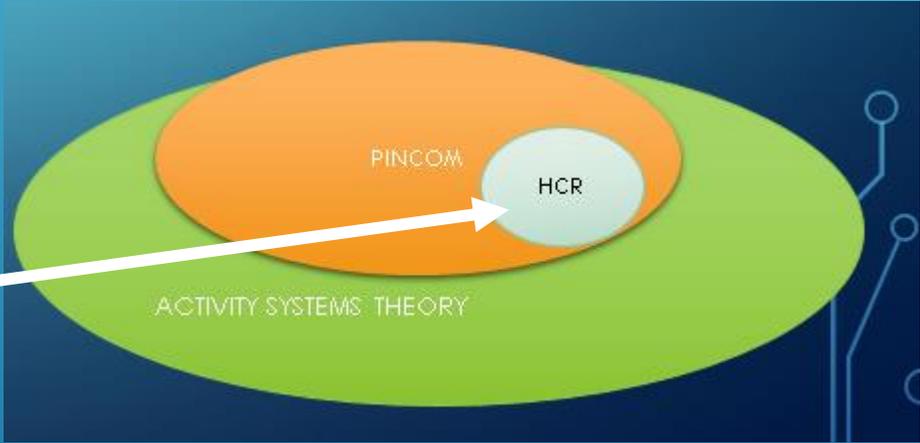
- ▶ Use PINCOM and the factets suggested to reflect on collaboration issues.
  - ▶ Organizational issues? Do we need something else?
  - ▶ Group issues? Who is in the lead? Communication?
  - ▶ Individual issues? Motivation to participate? Professional power?

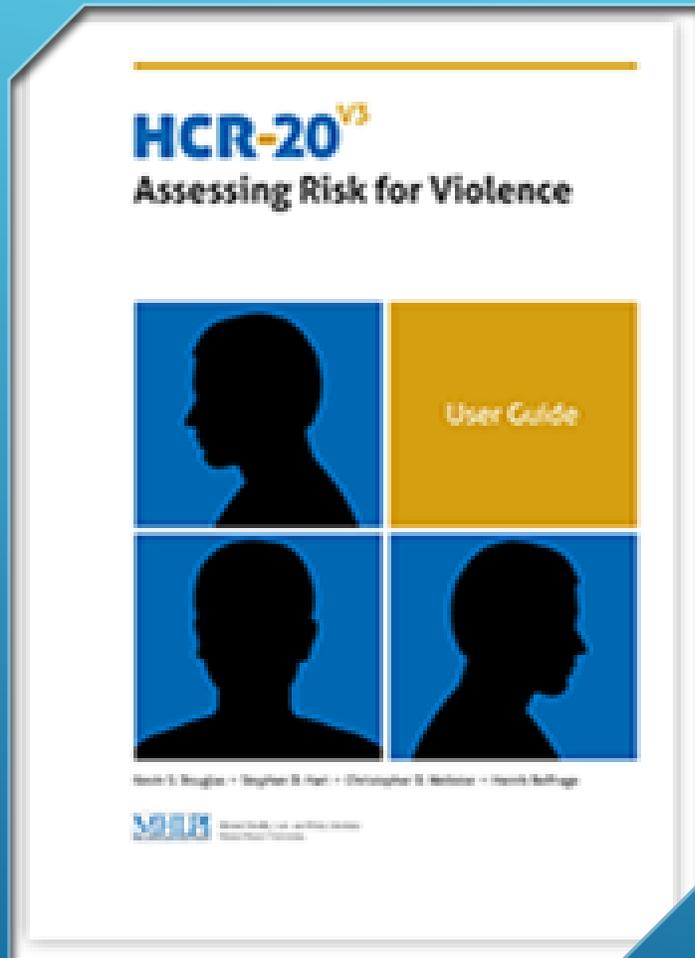
# INTERPROFESSIONAL COLLABORATION IN TRANSITION PROCESSES: THE POTENTIAL OF THE HCR-20<sup>V3</sup>

Stål Bjørkly

Molde University College

Oslo University Hospital





# TOPICS

TRANSFER

HCR-20<sup>V3</sup>

Relevance codes

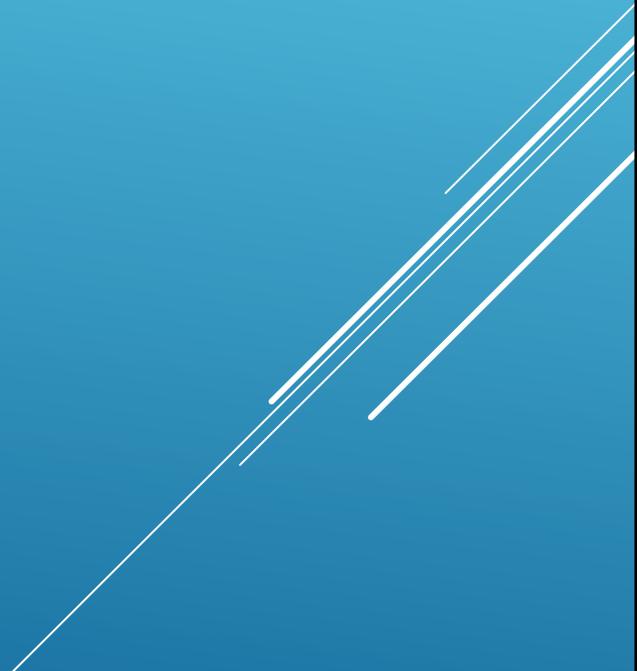
Risk scenarios

Risk management strategies

BOUNDARY OBJECT?

## FULL CITATION FOR HCR-20<sup>V3</sup>

Douglas, K. S., Hart, S. D., Webster, C. D., & Belfrage, H. (2013). *HCR-20<sup>V3</sup>: Assessing risk for violence*. Burnaby, Canada: Mental Health, Law, and Policy Institute, Simon Fraser University.



## HCR-20<sup>V3</sup> Risk Factors

### Historical Scale (History of Problems With...)

- H1. Violence
- H2. Other Antisocial Behavior
- H3. Relationships
- H4. Employment
- H5. Substance Use
- H6. Major Mental Disorder
- H7. Personality Disorder
- H8. Traumatic Experiences
- H9. Violent Attitudes
- H10. Treatment or Supervision Response

### Clinical Scale (Recent Problems With...)

- C1. Insight
- C2. Violent Ideation or Intent
- C3. Symptoms of Major Mental Disorder
- C4. Instability
- C5. Treatment or Supervision Response

### Risk Management Scale (Future Problems With...)

- R1. Professional Services and Plans
- R2. Living Situation
- R3. Personal Support
- R4. Treatment or Supervision Response
- R5. Stress or Coping

# HCR-20<sup>V3</sup> RISK FACTORS

# SEVEN STEP PROCEDURE

- 1 • Gather relevant information
- 2 • Determine presence of risk factors
- 3 • **Determine relevance of risk factors**
- 4 • Develop formulation of violence risk
- 5 • **Develop risk scenarios of violence**
- 6 • **Develop management strategies**
- 7 • Develop final opinions

# RELEVANCE

## RISK FACTOR:

- ▶ Functionally related to past violence
  - ▶ Likely to influence the person's decision to act in a violent manner in the future
  - ▶ Likely to impair the individual's capacity to employ non-violent problem solving
  - ▶ Context-dependent
- 
- ▶ **How can we use risk relevance in Interprofessional Collaboration work?**

# RISK SCENARIOS

## Repeat

- Consider all past violence, not just most recent

## Twist

- Change in motivation, victimiology, behavioral topography

## Escalation

- Including lethal or “worst case”

## Improvement

- Including desistence or “best case”

**How can we use risk scenarios in Interprofessional collaboration work?**

# RISK MANAGEMENT

- ▶ Many different approaches to mitigate risk
  - ▶ Monitoring
  - ▶ Treatment
  - ▶ Supervision
  - ▶ Victim safety planning

**How can we use risk management in Interprofessional collaboration work?**

# RELEVANCE AND RISK SCENARIOS IN INTERPROFESSIONAL COLLABORATION WORK

The **transfer** institution:

knowledge concerning risk factors with high **relevance to risk scenarios and risk management**

This includes information of risk contexts and risk interactions

The **receiving** institution:

knowledge of risk contexts and risk interactions in this environment

Sharing and discussing this kind of information in planning the transfer may mitigate risk

# RISK SCENARIOS AND RISK MANAGEMENT IN INTERPROFESSIONAL COLLABORATION WORK (I)

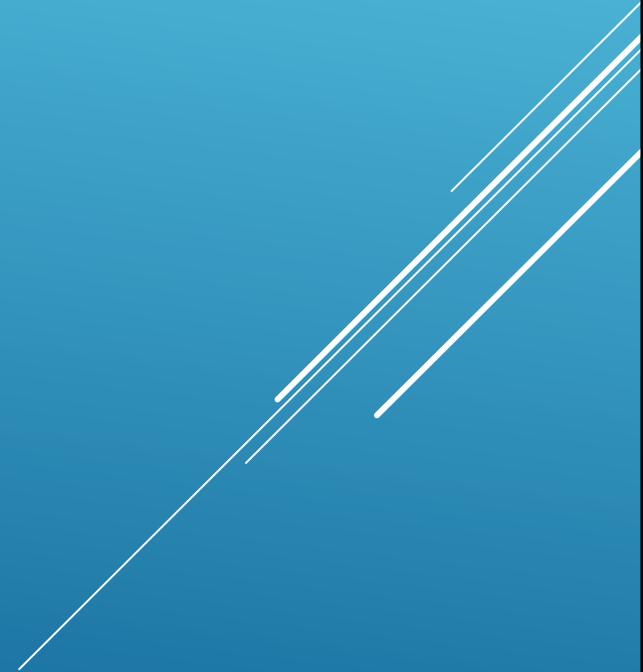
- ▶ **Scenarios** with:
  - ▶ Operationalised risk situations (context)
  - ▶ Operationalised *RM* strategies (prevention)
- ▶ **Assessment** of likelihood in **receiving** institution of:
  - ▶ Exposure to risk situations
  - ▶ Violence and severity if exposed

# MEETING POINT

- ▶ Two types of expertise
- ▶ **Transfer context**
  - ▶ Knowledge about the evaluatee
  - ▶ Risk relevance and risk scenarios
  - ▶ *Risk management* strategies
- ▶ **Receiving context**
  - ▶ Knowledge about the new context
  - ▶ Risk relevance and risk scenarios in the new context
  - ▶ Possible risk management strategies in the new context

IPC discussion: **Resources, adaptation**, and **feasibility**

# OPEN DISCUSSION



# DISCUSSION POINT 1 MAPPING THE ACTIVITY SYTEM

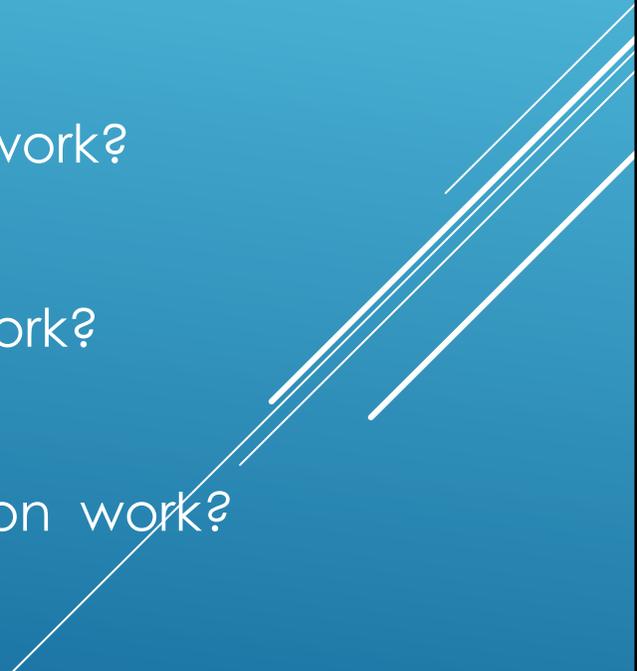
*(adapted from Nielsen et al., 2017 COLAB personal communication,  
University College Absalon, Denmark)*

Code No.	System categories	Research questions	In the past? Currently and how would you like it in the future?
B.1	Subject	Whose perspective?	
B.2	Object	What are these people working on? To achieve what?	
B.3	Tools and signs	What is being used to achieve this?	
B.4	Divisions of labour	How is the work shared?	
B.5	Community	Who else is involved?	
B.6	Rules	What supports or constrains the work?	

## DISCUSSION POINT 2 CURRENT CHALLENGES

- ▶ What is the current status of collaboration between the professionals and services?
- ▶ What are the main challenges to collaboration in transitions?
- ▶ What aspects of collaboration has the greatest potential for change?
  - ▶ On the organizational level....?
  - ▶ On the group level....?
  - ▶ On the individual level....?

## DISCUSSION POINT 3 RISK ASSESSMENT AND INTERPROFESSIONAL COLLABORATION

- ▶ How can we use risk relevance in Interprofessional Collaboration work?
  - ▶ How can we use risk scenarios in Interprofessional collaboration work?
  - ▶ How can we use risk management in Interprofessional collaboration work?
- 



**COLAB**  
MCA RISE 734536

# THANK YOU

- ▶ Sarah Hean
  - ▶ [sarah.c.hean@uis.no](mailto:sarah.c.hean@uis.no)
- ▶ Stål Bjorkly
  - ▶ [stal.bjorkly@himolde.no](mailto:stal.bjorkly@himolde.no)
- ▶ Atle Ødegård
  - ▶ [Atle.Odegard@hiMolde.no](mailto:Atle.Odegard@hiMolde.no)

## EXAMPLE IN MORE DETAIL: HCR-20 RISK MANAGEMENT ITEMS IN IPC WORK

- ▶ R1. Professional Service and Plans
  - ▶ R2. Living Situation
  - ▶ R3. Personal Support
  - ▶ R4. Treatment or Supervision Response
  - ▶ R5. Stress or Coping
- 