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Working with young adults: new curriculum, new assessments

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Background:

1. Successful bid made to the Higher Education Academy (HEA) for a Collaborative Teaching Development Grant by Sandra Dunsmuir (UCL), Sarah Wright (Southampton) and Cathy Atkinson (Manchester).
2. Project to run from June 2013 to December 2014
3. Project title: *'Developing objective structured professional assessment and feedback protocols for professional training of practitioner psychologists'*

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Project outline

- Asking EPs with expertise in the area to contribute to identifying professional competencies relevant to working with 16-25 age range ✓ (completed)
- Using Objective Structured Clinical Examinations (OSCEs) from medical sciences as a model for assessing practice competence – developed as Objective Structured Professional Assessments (OSPAs) ✓ (completed)
- Providing students with video and audio feedback

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1. To consult EPs with expertise in the area to identify new knowledge and skills.
2. To develop the 16-25 curriculum for EP training and define relevant professional competences







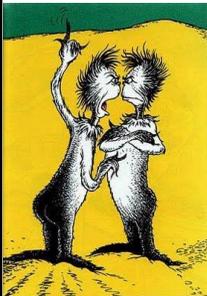
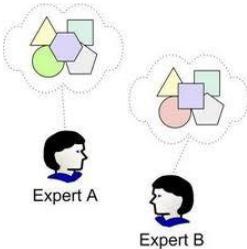
How did we do this?

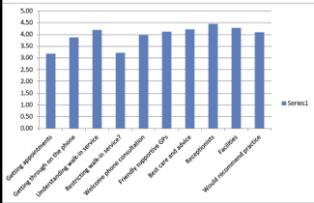


The Delphi Method









QUESTIONNAIRE

Very often

Often

Sometimes

Rarely



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Consensus!

- New knowledge required for working with 16-25 year olds
- Existing knowledge that needs extension to work with 16-25 year olds
- Identification of content considered not relevant within the EP role, current or new

....and now the curriculum



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To find out more detail, go to

<https://www.ucl.ac.uk/ospa-project/competencyframework.html>



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OSPA Project

Objective Structured Professional Assessments

A collaboration between University College London, Southampton University
and Manchester University

Working with Young People Aged 16-25 - Competency Framework

Professional competence and fitness to practice

Kaslow et al. (2004) proposed that competencies consist of discrete knowledge, skills, and attitudes. Given the reciprocal relationship between professional competence in the workforce and initial training curricula, there is a need to ensure that definition of competence is undertaken in consultation with key stakeholders (practicing educational psychologists, service managers, university tutors), deriving both foundational and functional competencies (Rodolia et al., 2005). Foundational competencies are necessary to perform the core functions of psychological practice, such as application of ethical frameworks, knowledge of scientific principles and awareness of cultural diversity issues. Functional competencies can be observed in a psychologist's professional performance in terms of sets of behaviours.

The curriculum for training EPs to work with 16-25 year olds has been devised to develop functional competencies and contains three elements.

1	New knowledge required for working with 16-25 year olds
2	Process skills required to deliver psychological services in relation to 16-25 year olds
3	Existing knowledge that needs extension to work with 16-25 year olds



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Section 1 - CONTEXT

1.1a	Demonstrates knowledge about the types of curricula, courses, programmes and pathways available to young people aged 16-25.
1.1b	Understands roles of key professionals in supporting young people aged 16-25.
1.1c	Demonstrates awareness of how educational psychologists can support young people aged 16-25 in achieving outcomes (including employment, health, community inclusion and independent living).
1.1d	Understands the socio-political context and pressures faced by young people aged 16-25 accessing FE and HE including social and learning issues; mental health issues.
1.1e	Understands systems, services and resources to support young people aged 16-25, including Educational, Health and Social Care and Criminal Justice Systems.
1.2a	Verbal and non-verbal communications that are appropriate to the professional context, including in challenging interactions.
1.2b	Respectful of differences of colleagues in different professional settings, even when inconsistent with personal values and beliefs.
1.2c	Working knowledge of multiple and differing world views, professional standards and contributions across different professional roles, contexts and systems.
1.2d	Appreciates and integrates perspectives from multiple professions.
1.3	Creates and maintains a safe, inclusive and distinctive culture. Commissioning services to meet the needs of 16-25 year olds. Working with clients understanding cultural differences in the provision of services and the role of the professional in the lives of young people.



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Next phase of the project:

To look specifically at to what extent Objective Structured Clinical Examinations (OSCEs) from medical sciences could be used as a model for assessing practice competence in this area.

To develop these as Objective Structured Professional Assessments (OSPAs)

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Video extract: Doctor in the House

- How objective, structured and reliable is this assessment of competence?

<http://www.screenonline.org.uk/film/id/457556/>

- How objective, structured and reliable are supervisors' assessments on placement?

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Fieldwork supervision

(Gonsalvez & Freestone, 2007)

- Supervisors' assessments of trainees are an integral aspect of professional supervision
- Help gauge the effectiveness of the training programme as well as providing formative and summative functions for trainees
- Quality assurance mechanism by which services offered by training professionals can be judged



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Operational bias

(Gonsalvez & Freestone, 2007)

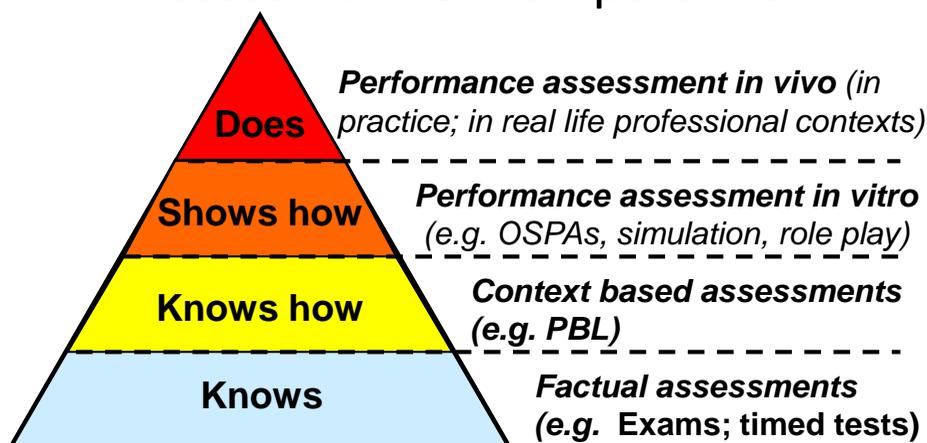
- Scrutiny of 291 end of placement reports for trainee clinical psychologists over 12 years
- Summative feedback system - paucity of average and below average judgements
- Between domain ratings for the same supervisor produced very high correlations. Relatively weak between-supervisor agreement
- Reduced opportunity for trainees to develop competence
- Systematic halo and leniency biases or poor assessment instrument?



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Assessment of competence



Miller G.E. (1990).

OSPA stations





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OSPAs Information

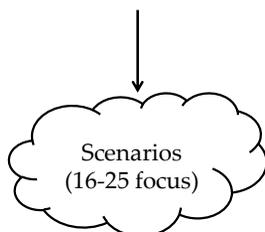
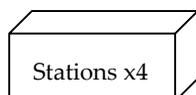
- Trainees received the briefing/stimulus materials one working day beforehand
- The standardised professional task lasted exactly 10 minutes
- Actors received written and oral briefings
- The assessment marksheet was developed to be consistent across all stations and scenarios but the calibration varied between scenarios



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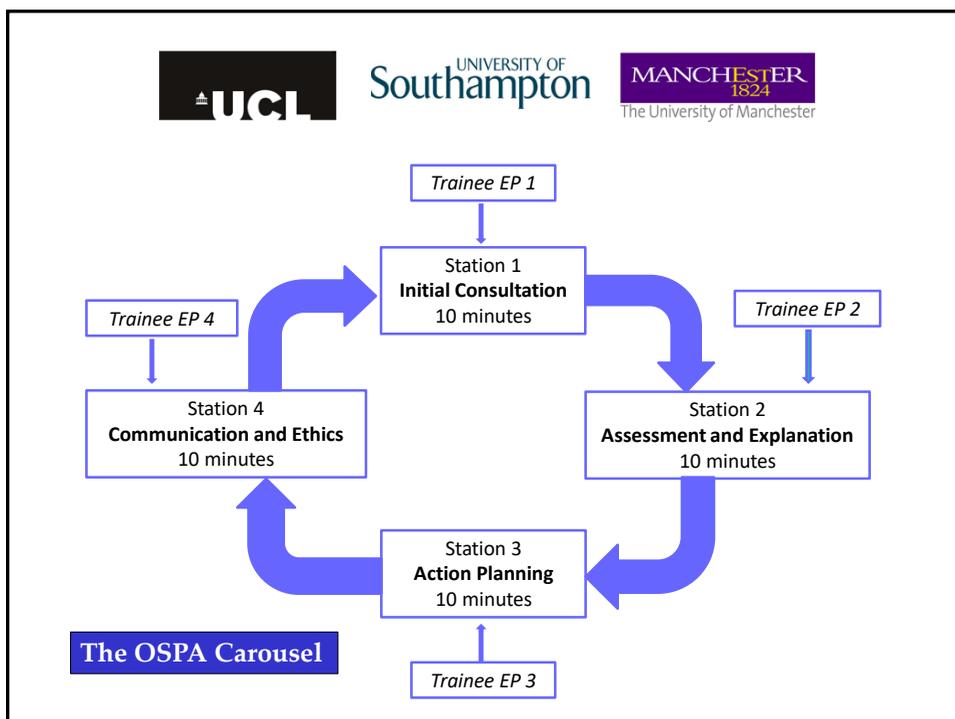
Trainee



Assessment

1. Communication skills
2. Perspective taking
3. Information gathering and synthesis
4. Management
5. Professional integrity

**Assessment
framework**



Station 1: Initial consultation (HISTORY)

Station details

- Consultation with a parent to discuss son's needs in FE.
- More about this later!

Example information

- Aim is to collect background information and gain a clear overview of the problem/ situation from the perspective of the client(s). This can include their views of the perspective of others.
- This station does not require you to explain anything to the client.



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Station 2: Assessment and explanation

Station details

- Consultation with a University personal tutor to discuss assessment information for a 19 year old student with specific learning difficulties
- Trainees provided with an Assessment Report incorporating reading, spelling and handwriting scores

Example information

- The aim is to explain psychological and technical information in a way that is accessible to a lay person.
- Know the limitations of your own knowledge and experience. It's okay to say you don't know but explain what you will do to find out and feedback.



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Station 3: Action Planning

Station details

- Consultation with a Headteacher of a special school for children with ASD
- Request for training/information on person-centred planning

Example information

- The aim is to agree clear actions and next steps with the client in relation to the issue presented.
- You should only discuss realistic and appropriate actions; do not assume unlimited resources.
- At the end summarise agreed actions and check understanding
- State how you will follow up and ensure the client has realistic expectations of the time frames.



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Station 4: Communication and Ethics

Station details

- Self referral from a Year 13 pupil looked after by foster carers
- History of mental health difficulties
- Young person's intentions of pursuing an remote HE course potentially conflict with the views of teachers and foster carers

Example information

- The issues presented in this station will relate to ethical decision making. Familiarity with the BPS Code of Ethics and Conduct (2009) and the HCPC Standards of conduct, performance and ethics (2012) will be central to the issues at hand.
- If relevant, seek information about the young person's mental capacity



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Please record your judgement for this trainee's performance on **each** of the professional skills noted below.

Professional Skill	Competent	Area to develop	SUPPORTING EVIDENCE	
			Strengths	Improvement suggestions
1. Communication Skills <ul style="list-style-type: none"> • Clarity of purpose/ structure. • Encourages and listens to client contribution and elicits important information. • Uses appropriate language and explains key terms if necessary. • Summarises. 	<input type="checkbox"/>	<input type="checkbox"/>		
2. Perspective Taking <ul style="list-style-type: none"> • Demonstrates awareness of client's perspective. • Seeks, detects, acknowledges and attempts to address concerns. • Shows appropriate empathy. 	<input type="checkbox"/>	<input type="checkbox"/>		
3. Information gathering and synthesis <ul style="list-style-type: none"> • Obtains sufficient information to make decisions. • Rapid assimilation and synthesis of information. • Presents synthesis of new and existing information. 	<input type="checkbox"/>	<input type="checkbox"/>		
4. Management <ul style="list-style-type: none"> • Demonstrates relevant knowledge. • Works in partnership to develop a shared plan. • Suggests next steps. • Manages client's emotions and expectations. 	<input type="checkbox"/>	<input type="checkbox"/>		
5. Professional Integrity <ul style="list-style-type: none"> • Explains rationale for any actions. • Specifies limits of knowledge, competence and role. • Where appropriate, challenges assumptions and perspectives. • Does not collude. 	<input type="checkbox"/>	<input type="checkbox"/>		

Assessor's Calibration Record	
Station and scenario	
Professional Skill	Marking Criteria
1. Communication Skills	What would a competent candidate cover in this area?
2. Perspective Taking	What key perspective taking skills must a competent candidate show?
3. Information gathering and synthesis	What core information gathering and synthesis skills must a competent candidate show?
4. Management	What key management skills must a competent candidate show?
5. Professional integrity	What issues of professional integrity must a competent candidate show?



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Activity: Scenario 1, Station 1 (initial consultation)

- Read Scenario 1 in the Assessor Guidance and Information booklet
- Review the criteria for judgements about competent performance in each domain of professional skill *in relation to the expectations for each station*
- Watch the video showing the interaction between a parent and an EP
- Apply the assessment criteria and identify strengths (i.e. competences) and improvement suggestions (i.e. training needs)
- Whole group discussion



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Research and Evaluation Unit, Hampshire Educational Psychology Service

EVALUATION OF CURRENT METHODS OF ASSESSMENT OF COMPETENCE



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What methods do experienced local authority supervisors (n=43) use to assess competence?

- Observation (n=33)
- Supervision and joint reflection with their supervisor(n=29)
- Written work (n=24)
- Client feedback (20)
- Colleague feedback (16)
- Trainee self-reflection (n=4)

Local Authority Supervisor responses (n=43):

- How useful do you perceive existing guidance to be in supporting supervisors in the assessment of trainee competence?

Not at all useful	Not very useful	Neither useful nor useless	Somewhat useful	Extremely useful
0	5 (12%)	4 (9%)	28 (65%)	6 (14%)

- How consistently do you perceive the assessment criteria to be applied by different supervisors?

No response	Not consistent	Not very consistent	Neither consistent nor inconsistent	Quite consistent	Extremely consistent
5 (12%)	1 (2.5%)	10 (23%)	13 (30%)	13 (30%)	1 (2.5%)



What, if any, changes to existing assessment arrangements do you think would be desirable?

- Changes to the assessment criteria (n=30; 70%)
- More support for supervisors (n=14; 33%)
- Changes to the fieldwork supervisor role (n=9; 21%)
- More support for trainees (n=6; 14%)



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EVALUATION OF THE OSPA PROCESS

Course tutor/OSPA assessor responses (n=12):

- *How well do you consider the OSPA exercise worked as an assessment approach?*

Mean rating of **4.0** (SD = 1.2)

(where **1** is *not at all* and **5** is *extremely well*).

- *What positive features did you observe?*
 - Authenticity of the situation (n=12)
 - Practical arrangements (n=6)
 - Opportunity for assessment and feedback (n=3)
 - Well developed scenario (n=2)
 - Authentic trainee behaviour (n=2)
 - Opportunity to see communications skills (n=1)
 - Time to think about the question (n=2)
 - Scenario challenged trainee (n=1)
 - Opportunities for trainee to reflect (n=1)
 - Guidance notes for assessor were helpful (n=1)



Course tutors – perceived limitations

- Time – 10 minutes is not enough (n=5)
- Actor's skill, knowledge and interpretation (n=5)
- Time – too much to think about as assessor in time given(n=4)
- Marking schemes don't work (n=3)
- TEP nerves (n=3)
- Scenarios are artificial (n=2)



Future plans





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Future plans: Scenario development

3 stages:

1. Authored by experts (so that they have currency and are authentic)
 2. Informed peer review
 3. Editorial committee appraisal
- OSPA scenarios need to be calibrated by assessors
 - Aim: to establish a scenarios editorial committee longer term



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For more information, see OSPA project web-site
<https://www.ucl.ac.uk/ospa-project/>

The screenshot shows the OSPA project website. At the top, there are logos for UCL, University of Southampton, and Manchester University. Below the logos, the text reads "OSPA Project Objective Structured Professional Assessments" and "A collaboration between University College London, Southampton University and Manchester University". There is a section titled "Using the Website" with introductory text. On the right side, there is a "Content" menu with links to Home, Project Documents, What is an OSPA?, The Project Team, Events, Defining Curriculum Content, 16-25 Competency Framework, Guidance for Trainee EPs, and Evaluation. On the left side, there is a "15 Minute Scenario" section with a cartoon illustration of three people.

Or contact Jane Lang (OSPA project co-ordinator)
ospaproject@ucl.ac.uk

