Week 8 Workshop

# Preparing for Formative Assessment

This week you will be preparing materials for a formative activity in Week 9.

Although not assessed in this module, providing oral feedback to clients, offenders, or patients is an important skill to develop if you are hoping to become and applied psychological professional.

In Week 9 you will have the opportunity to work in small groups to provide each other feedback on at least one of your constructs. The oral feedback will be structured similarly to the written report, but there will be more emphasis on communication styles, rapport, etc.

This task is intended to nudge you into starting part 2 of the assignment which involves writing up the scores that were sent out in Week 6 in an accessible way. The report can be entirely in its draft phase. If you wish to participate you may present your report to another individual whilst a third person grades your delivery and the content of your report using the checklist.

Again, this does not need to be your final report, and **YOU WILL NOT BE GRADED ON IT.** This is simply an opportunity for you to get some experience verbally communicating technical information to lay-people as well as receiving feedback from your peers.

During this session and over the following week please ensure that you are working on the following and ask for help from the workshop tutors or your peers:

|  |  |
| --- | --- |
| Completing the Jamovi tasks so that you have a usable dataset |  |
| Calculating your raw scale scores from the z scores provided in Week 6 |  |
| Worked through the data record sheet for your measures |  |
| Drafted a plan based on the checklist items above |  |

# For the Week 9 session you will need:

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| --- | --- |
| Writing equipment (pen or pencil) |  |
| A completed data-record sheet template for at least one construct related to your case study |  |
| A draft ‘script’ of feedback that covers the checklist below. |  |
| If you wish, some form of recording device (e.g. camera or voice recording app on phone). This might be helpful if you want to engage in reflective practice for PPD. Please make sure that everyone in your group is happy for this to happen though. |  |

The checklist on the following page has some shaded sections. These are points that appear only in the formative assessment. The all of the unshaded items need to be included in the written report (part 2 of the assignment).

**ORAL Feedback**: Checklist

*Making appropriate use of test results, providing accurate written and oral feedback to clients and candidates*

|  |  |  |
| --- | --- | --- |
|  | **Shaded items are relevant for Formative assessment only** |  |
| 1 | Was the room suitably arranged for the feedback session? |  |
| 2 | Did you introduce yourself? |  |
| 3 | Did you remind the test taker of the purposes of the test session (e.g. selection or general personal and professional development)? |  |
| 4 | Did you briefly remind the test taker of the number and types of tests taken? |  |
| 5 | Did you give the candidate an opportunity to comment on the overall  test administration? |  |
| 6 | Did you give a brief description of what the test measures before describing the score for each test? |  |
| 7 | Did you give in lay terms a rationale and justification for the use of each test before describing the score for each test? |  |
| 8 | Did you allow the test taker to comment on their experience of the particular test before describing the score for that test? |  |
| 9 | Did you explain clearly and in a non-technical manner the nature of norm group comparison and their relevant characteristics? |  |
| 10 | Did you describe the meaning of the scale (e.g. percentiles) or scales (e.g. percentiles and T scores) accurately and in terms which the test taker could understand? |  |
| 11 | Did you communicate clearly and accurately the test taker’s score for each test? |  |
| 12 | Did you communicate clearly and accurately the confidence limits associated with each test score? |  |
| 13 | Did you try to link the information from the test with other information gained from the candidate? |  |
| 14 | Did you explore the extent to which other information supports or contradicts the test results? |  |
| 15 | Are any statements of future implications (e.g. for work performance or work fit) supported by background information for the test (e.g. validity)? |  |
| 16 | Did you provide guidance/suggestions for how the ability scores (i.e. verbal and numerical reasoning) may be improved? |  |
| 17 | Did you share the discussion and avoid inappropriate judgement and stereotyping? |  |
| 18 | ~~Did you communicate clearly and accurately any score comparisons made across the tests taken?~~ |  |
| 19 | Did you give the candidate opportunities to ask questions and to express disagreement on such issues as fairness and accuracy? |  |
| 20 | Do you give clear guidance as to the appropriate weight to be put on the findings (e.g. such tests are only one source of information about abilities and values)? |  |
| 21 | Did you explain clearly what will be done with the test results and does this comply with the Data Protection Act?  <https://www.gov.uk/data-protection/the-data-protection-act> |  |
| 22 | Did you give clear closure to the feedback session? |  |

# Group Instructions

Form groups of at least 3

Allocate:

* One person to be the psychologist
* One person to be the client
* One person to the be the assessor

**The Psychologist** will provide the client with their prepared feedback. You might be asked questions by the client, or have to make notes if something during the testing session was not conducted ethically.

**The client** will engage with the feedback, asking questions, challenging the Psychologist. You can role play this, or pretend that the feedback actually is aimed at you and respond as you would if someone providing you feedback (you’d probably respond with a lot of confusion!). Some examples of interactions are provided below:

|  |  |
| --- | --- |
| Role Play Examples | |
| Psychologist | Client |
| *‘Your psychopathy trait score was in the highest range compared with the norm group’* | *‘Are you saying I’m a psychopath? I find that quite offensive’* |
| *‘Was the purpose of the session clear to you?’* | *No I wasn’t told at the time why I was doing it…* |
| *‘Do you think these scores reflect you?’* | *‘I usually try pretty hard to please people so it was a bit of a shock to see that I scored so low on that agreeableness measure’* |

**The assessor** will take notes on the delivering of the feedback, and ensure tick off elements from the oral feedback checklist above (handouts will be provided in Week 9). After the report has been completed, the assessor will share their feedback with the Psychologist and the Client.

After each session, rotate roles so that everyone has a go.