Week 9 Workshop

# 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.

**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** | P1 | P2 | P3 | P4 |
| 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? |  |  |  |  |