Paper

Experts by Experience Involvement in the Selection of Trainee Clinical Psychologists

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Experts by Experience’ involvement in the selection of trainee clinical psychologists

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We hope that this is of interest.....

- To those of you who already work with EBE in selection
- And may stimulate the discussion provoking new insights (abundant examination of impact of EBE impacts in teaching/training, less in selection)
- For those of you embarking upon EBE participation in assessment
The Leicester context

- Our SURG (Service User Reference Group)
- Our selection process (Assessment Centre: interview, role play, written task)
- Coming up to third year, EBE engagement in previous years to familiarise with selection, and develop a view on potential role
- Preliminary consideration deciding on the actor-led role play, and evaluation meaningful (1-of-6 assessors)
What we wanted

- Wanted feedback from all parties (EBE, course staff/practitioner assessors, candidates (successful/not))

- Focus of our interest
  - Candidates’ appraisal/understanding of role of EBE, feelings about/confidence in EBE involvement
  - Experiences of SURG members
  - Assessment of candidates
  - Effects on candidate ranking
What we did

- All candidates invited to assessment (N = 42) – asked to complete evaluation, including questions on how EBE experienced

- Semi-structured interview with SURG members (N = 4), and course assessors (N = 2) also viewing roleplay

- Looking at scoring of SURG and course assessors
What we found

- Evaluation of candidates:
  - Strong positive correlation between SURG assessor and course staff, but more variation than in interview task (without SURG)
  - Ranking of candidates did not alter top 12, but more variation in ordering of lower ranked applicants when including SURG

- Candidates’ experiences
  - Enhanced understanding of role of EBE
  - No expressed impact on having additional assessor in room
  - Felt beneficial (almost three-quarters expressed positive comments), considered in how they addressed role play, requesting more engagement with EBE
SURG and Course Assessors’ views

- Four themes:
  - ‘A unique perspective’
  - ‘Who [candidates] ultimately work with
  - ‘Equal, but not equal’
  - ‘Getting it right’
A unique perspective

- ‘I think we both picked up on different things…I would pick up on certain attributes of the candidate that the other assessor had not thought about’ (EBE)

- ‘The professional might not see that [building a personal relationship]..not saying ‘how are you today?’ can make a difference’ (EBE)

- Both discussed different qualities sought (e.g. communication skills, connection, ability to contain, SURG assessors seeking something more); Not always certain how captured by competencies/scoring criteria
‘Would I want to be sat in front of that [person] with whatever issue I had? And the answer was, ‘no’’ (EBE)

How [is the candidate] going to give the service I want, that’s going to make me better and get back in society...coz I want to get on with my life...that’s what people want’ (EBE)

SU expressed a strong wish to ensure their lived experience could pay forward to safeguard future SU from poor quality care
Equal, but not equal’

- ‘When SU’s started there was a slight element of tokenism – being there for being there’s sake – which has changed thankfully…to the point of having an equal say…[which] was right and proper’ (EBE)
- ‘I felt purposefully involved in the room, I didn’t feel like a spare part…I knew my role’ (EBE)
- ‘I want to be honest I think we wrote the role play…because [SU’s] don’t have the history, [SU] ideas were things we had done in previous years…so we write the role play but it wasn’t for lack of input from SU’s’ (CA)
- And the reality is we’re quite assertive because of what we do and who we are so even if we say things in a collaborative way I imagine it might come across as we’re right and you’re wrong…there’s an inherent power imbalance…I think we need to talk about this moving forward (CA)
Making a difference (getting it right)

- ‘I felt there was a lot of responsibility because I am going to say yes or no… and it will make a difference to their life in a good or bad way’ (EBE)

- ‘Perhaps I was concerned we were wading in as complete amateurs and be coming up with the wrong… view… but it’s also important we know what the course needs… [training in place] helped me to feel more confident (EBE)

- ‘I was excited about the opportunity and confident that my past experiences would help me as it adds an element of what I do every day’ (candidate)
Desirable qualities

- **Good communication skills**
  - Collaboration
  - Ability to hear
  - Not condescending
  - Clear listening skills

- **Able to contain (others and self)**
  - Containing
  - Resilience
  - Able to look after own wellbeing

- **A human connection**
  - Human response
  - Human connection

- **Know how to deal with you**
  - Warmth
  - Give hope
  - Bright
  - Reassuring
  - Humorous
  - Positive
  - Honesty
  - Transparency
  - Integrity

- **A ‘psychologist’ personality**
Pulling it together

- EBE involvement, in these early stages seemed to offer benefit to all stakeholders who responded

- Messages about centrality of EBE perspective communicated early to prospective candidates

- SU fuller and validated co-production

- Assessment consonant, but unique
Taking it forward?

- Involvement and co-creation of assessment tasks
- Clarity of role, sustained communication
- How to increase involvement to all elements of Assessment Centre and broader range of EBE
- Optimising unique perspective/ensuring operationalised selection criteria and training
- Mitigating ‘them and us’
Thank you...Any questions?
Refreshment Break in the Foyer

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