Involving service users in teaching psychometric assessment and formulation

Trent
AN EVALUATION OF SERVICE USER INVOLVEMENT IN TEACHING ABOUT FORMULATING USING PSYCHOMETRICS

Robert Bathie, Trent Doctorate of Clinical Psychology

Monday 12th November 2018
THE TEACHING

- First year trainees are taught to use psychometric tests, i.e. standardised tests and questionnaires used in clinical practice.
- Teaching on: administration, scoring, interpretation and use in clinical formulation. It had never involved service users previously.
- Three service users completed a range of psychometrics as if when they were presenting to a psychologist for the first time and recorded a brief video describing their ‘symptoms’ at that time.
- In small groups, trainees watched the video, reviewed the psychometrics, and then developed their initial formulation. This was shared with the service user.
- They then watched a brief video of the service user describing their current understanding of their difficulties, to help revise their formulation.
THE EVALUATION

- Questionnaire data from 11 of the 16 trainees (all invited).
- A focus group with three trainees (all invited, two female and one male volunteered).
- A focus group with the three service users (two male, one female) about their experience.

- Data was analysed by a second year trainee using Thematic Analysis. Trainee and service user data analysed separately.
The process felt (un)real

Different views about how ‘real’ it felt. One found great therapeutic benefit. Another said:

“to me it was like “this is not therapy, this is precisely not therapy” and one of the reasons is we are all aware of our roles, and I think we are all grown up enough to not treat it like therapy anyway”

The experience was thought to be mutually beneficial to service users and trainees. It had also led service user to think about therapy in a different way:

‘I wish I’d had that sort of formulation and that sort of treatment by a therapist in, cos, I mean you know that I had a very unhappy time in therapy, erm, and if it had been like I was treated in this process then I’m sure I would have improved far far quicker, and, er, better, more effectively than I did in the therapy that I had.’

Trainee anxiety

“They were the apprehensive ones… I could see that they were quite anxious about doing this”.

Service users tried to manage trainee anxiety. They noticed trainees were more comfortable with sharing formulations than talking about finer details and important areas not identified by the psychometrics may have been missed.
TRAINEE DATA

- **Clinical preparedness**
  ‘Gaining that ‘real’ perspective and insight into what it was like – we can be told in teaching what service users experience. However, being able to deliver the feedback and then hear real experiences from this, was really helpful. It provided a great reflective exercise.’

- **Sensitive material with real life implications**
  ‘These are real people, this a real experience for them, this is real sort of data from filling the psychometrics in, which means this formulation we’ve done is grounded in something that’s real, it’s not something an actor has given us, so I think that gives a real gravity to it.’

- **Collaboration**
  ‘I don’t think I’ve had a conversation like that about psychometrics with a service user before, as awful as that sounds…’
  ‘I think it highlighted the importance of making the feedback session collaborative and asking the client how it fits with their experience to reduce the power imbalance.’

- **Anxiety**
  ‘I felt a little nervous to feedback their results to them. I think the gravity and how it may impact the SUCAP member / how they will respond. However, I feel this is a great learning tool as this is what we will be doing in clinical practice.’
CONCLUSION

- Despite awareness of trainee anxiety, the data indicated that this was a powerful learning exercise for trainees, which supports them to think critically about the use of psychometrics and prepares them for clinical practice.

- For the three service users involved, the experience was viewed positively. They were able to manage their own and trainees’ anxieties well. They are all due to repeat the process for the next cohort in a couple of weeks.
ANY QUESTIONS?

- For further information, please contact:
  - Anna.Tickle@nottingham.ac.uk or
  - Danielle.Deboos@nottingham.ac.uk
Group of Trainers in Clinical Psychology 2018 Annual Conference

Please tweet about the Conference

#GTiCP2018

www.bps.org.uk