Workshop
Interpersonal and Reflective Competencies in Selection

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Role play within selections

Lancaster DClinPsy programme
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Overview of process at Lancaster

- General Mental Ability (GMA) test as a screen
- At interview – 1 hour 15 mins – competency based approach
- One panel – programme tutor, clinical psychologists, LUPIN member & Tower Task panel member, trainee
- Collect evidence of competencies from across all tasks
- Four tasks
  - Competency based interview – Q&A
  - Video task – watch video clip & rate facilitated response
  - Social Skills Role play
  - Tower Task
Competencies – Job Task Analysis
Baron & O’Reilly, 2012

- Warmth & empathy
- Communication Skills
- Self Awareness & openness to learning
- Resilience
- Personal maturity
- Professional Skills
- Motivation and Application
- Contextual Awareness
- Problem solving and decision making
NHS values

The 6 NHS values are assessed by their central place in a number of the competencies we assess.

- **Compassion** is an aspect of warmth and empathy
- **Commitment to quality of care** is an aspect of professional skills
- **Respect and dignity** is part of ‘a commitment to inclusivity’
- **Improving lives**: Motivation and application; warmth and empathy, self awareness and openness to learning
- **Working together for patients**: Oral and written communication skills; a commitment to inclusivity
- **Everyone counts**: Warmth and empathy and a commitment to inclusivity
Focus on Social Skills Role Play

- Developed a number of scenarios with core features:
  - Not based on clinical work/experiences
  - A situation where the candidate is in more powerful position
  - A conflict or situation with challenge embedded
  - One that demands a level of containment
  - One that can be worked towards a resolution

- EG Telling someone that they have not been selected for the first team
Trainees are skilled up via training with an actor to role play – aim to deliver standard level of emotional intensity.

- Takes place in front of the panel.
- Candidates are asked after for an evaluation of their own performance.
Competencies – Job Task Analysis
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Evaluation of role play

- Difficult to tease out given our system of collecting evidence across the competencies
- Own observations – has been really helpful in seeing how people ‘walk the walk’
- Good to see how people use their authority in the situation
- Good opportunity to see attunement/communication exchange
- Good opportunity to see how people deal with challenge and work towards a solution
- The deliberate decision not to base on clinical work – positive as opens up to all
Any questions?
University of Glasgow

Role-play scoring at selection:

How do we score interpersonal competences?
Glasgow selection process

Stream 1

- Academic panel 30 mins
- Clinical panel 30 mins
- Role play 30 mins

Stream 2

- Clinical panel 30 mins
- Academic panel 30 mins
- Role play 30 mins

- Panels score independently
- Each panel ranks all candidates
- Panel rankings are equally weighted to produce final rankings
Role play process

- Panel comprises two clinicians and one EbE (CUSP member)
- Panellists’ scores are weighted equally
- Candidate performs a 10 minute role play with actor
- Actor plays a ‘colleague’ in a work based scenario
- Candidate instructed to help colleague explore their difficulty but not to resolve the problem
- Candidate instructed to ‘be yourself’
Role play panels: scoring trends
How reliably are we scoring what we think we’re scoring?

- What are the constructs we are scoring?
- How evidence based are they?
- How well are the constructs operationalised?
- How consistently are our panellists using them?
Which frameworks could help operationalise IC?

Baron and O'Reilly, 2012
• Respondents from 9 courses reported on competencies required in trainees (ranked by importance):
  • Warmth and empathy
  • Communication skills
  • Self awareness and openness to learning
  • Resilience
  • Intellectual ability and academic rigour
  • Personal maturity
  • Motivation and application
  • Organisation
  • Autonomy and initiative
  • Contextual awareness

Specificity?

Accessibility
in interview context?
Possible frameworks cont’d

• Trevathen’s concept of ‘intersubjectivity’ (1974, 1979)

• Humans have innate communicative capacity which includes awareness of ‘other’

• Communicative competence is scaffolded and developed through early turn taking interactions

• Becomes more sophisticated over time, including development of ToM

• Relevant to emergence of language, sense of self and emotional well-being
Possible Frameworks cont’d

- Braten and Trevarthen (2007) proposed three distinguishable layers of intersubjective development:
  
  - The first layer of intersubjective development includes *turn taking, imitation and shared emotions:*  
    ‘Primary Intersubjective dialogues’
  
  - The second layer includes *joint attention and referential communication*  
    ‘Secondary Intersubjective attunement’
  
  - The third layer is described as *declarative communication* which involves storytelling and symbolism  
    ‘Tertiary intersubjective understanding’
Possible framework cont’d

• Braten and Trevarthen’s framework used to design interventions to support development of interaction when communication skills are not developing normally

• Interventions focused on ‘attunement’ and ‘meaning making’ can support motivation for communication

• Damen, Janssen, Ruijssenaars, and Schuengel (2015) used this theory to create a coding system to measure intersubjective behaviours in communication with people with congenital deafblindness
Proposed restructure of Glasgow IC scoring criteria

**Glasgow IC Rating:** Ability to demonstrate empathic communication

Layer 1: Perceivable and attuned contingent reaction to colleague’s story

**Glasgow IC Rating:** Ability to facilitate colleague to explain their situation through a range of key interpersonal skills.

Layer 2: Efforts of candidate to get more information about the colleague’s meaning

**Glasgow IC Rating:** Ability to allow the colleague to express and explore their emotions through reflections, questions and clarifications.

Layer 3: Candidate shares meaning with colleague in relation to: emotion, opinion, features, past time, future time, mental processes
Possible frameworks cont’d

Layer/Rating 1: **Attunement**
Perceivable and attuned contingent reaction to colleague’s story. Contingently responding; sharing emotions; giving and taking turns

Layer/Rating 2: **Meaning making I**
Efforts of candidate to get more information about the colleague’s meaning.

Layer/Rating 3: **Meaning making II**
Candidate shares meaning with colleague in relation to: emotion, opinion, features, past time, future time, mental processes
Glasgow role play: Reflective Competencies

- Panels ask candidates questions following ‘role play’ with actor

- Reflective Competencies indicated by candidate’s responses:
  - Identifying the strengths of their performance
  - Identifying any weakness of their performance
  - Identifying impact on their colleague (Theory of Mind)
  - Demonstrating capacity for reflective learning

Review of RC in earlier stages.

Reflective practice models used in review of questions

Amendments ratified by selection sub committee for trialling in 2019
Small group discussion
Use flip-chart paper
Feed back main points to wider group

• (How) does your programme operationalise interpersonal and reflective competencies?

• *What methods* does your programme use to assess competencies at selection?

• How does your programme ensure the operationalisation is *delivered fairly* amongst panels?

• Does your programme have any data on the *predictive validity* of candidates’ performances on their training trajectory?
References


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