

**ROLEPLAY (SPRS)**

**Trainee Feedback Form**

**Trainee number:**

***Note to markers:***

***Please used the ‘Evidence collected’ sections after each competency to record the evidence relating to each of the competencies as you review the recording. You may also wish to highilight some of the applicable sample behavioural indicators in the tables under each competence. Once you have reviewed the recording and have formed a view on the evidence for each competency, please indicate to the trainee under the’demonstrated well’ and ‘improved by’ sections the strengths of the price of work and areas where it could have been improved. When you have rated each competence, please make any general comments in the final section of this form.***

**Agreed final competency ratings:**

|  |  |
| --- | --- |
| **Competency** | **Grade awarded**  **(U/W/BES/ES/AES/E)** |
| *1) Engagement & rapport* |  |
| *2) Communication skills* |  |
| *3) Psychological knowledge* |  |
| *4) Professional behaviour* |  |
| *5) Session management* |  |
| *6) Respecting and exploring difference* |  |
| *7) Resilience* |  |
| **Final Mark (0-100)** |  |

**UNACCEPTABLE (U)** The evidence collected suggests that this competency is not of a standard consistent with that expected at the Doctoral level and requires URGENT attention.

**WEAK (W)** – The evidence collected suggests that this competency is significantly below the expected standard at this stage in training.

**BELOW THE EXPECTED STANDARD (BES)** – The evidence collected suggests that this competency is below the expected standard at this stage in training.

**AT THE EXPECTED STANDARD (ES)** – The evidence collected suggests that the competency is at the expected standard for the stage in training, but does not excel in any way.

**ABOVE THE EXPECTED STANDARD (AES)** – There is evidence that good skills in the competency exist, above average for a piece of work submitted at this stage of training.

**EXCEPTIONAL (E)** – Strong evidence has been collected that the trainee has developed this competence to a degree well beyond what would be expected at this stage of training.

1. **Engagement & rapport**

*Non-verbal, para-linguistic interactions WITH the client /others in the recording.*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Compassionate, validating approach taken. | Does not attend to client’s emotion or distress / ignores it. |
| Authentic, genuine and sincere. | Uncomfortable / not able to contain clients distress – might physically turn away/ speak louder/show distress. |
| Appropriate non-verbal expression of empathy. | Escalates client’s distress through non-verbal cues which indicate dismissal or lack of warmth or judgement. |
| Containing of client, e.g. remains calm, appears competent and assured, and communicates empathy but also ability to contain distress or difficult material without being unduly distressed. | Fails to respond to client’s pace, emotional tone. |
| Body language – in tune with clients/mirrors. | Body language not in tune with client’s. |
| Attentive to shifts in client and adjusts self accordingly e.g. pace /tone /body language. | Poor non-verbal skills, e.g. eye contact, posture, acknowledgements of listening. |
| Turn takes in the conversation. | Mismatch of sincerity - does not come across as genuine. |
| Listens to client’s experience -attention to client’s words; non- verbal cues of attending. | Over familiar in stance e.g. leaning forward into client’s space. |
| Good pacing, appropriate space given/silence. | Note writing interferes with engagement – poorly timed or excessive. |
| Uses written materials in an engaging and collaborative way. |  |

***Evidence collected from assignment and feedback:***

**You demonstrated the following aspects well….**

**You could have improved your grade by…**

**2. Communication skills**

*Verbal communication TO the client (or others in the recording) / exploring.*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Seeks other’s views & agenda. | Poor balance between trainee’s and client’s views e.g. sole focus on trainee’s views and opinions. |
| Questions are appropriate, sensitive, and deepen understanding (e.g. rather than just factual/leading/closed). | Questions are often closed, or do not increase understanding. |
| Questions are appropriate for purpose (i.e. can be closed or open as needed), are relevant and are clear, transparent. | Not able to attend to multiple voices. |
| Minimises use of unexplained jargon. | Lots of unexplained jargon used. |
|  | Inappropriate normalising of client’s experiences. |
|  | Presses the client to move on before they are ready to. |
|  | Questions are insensitive or not relevant. |
|  | Inappropriate use of humour. |
|  | Overly verbose or too brief or abrupt. |
|  | Closes the conversation down. |
|  | Talks over the client. |
|  | Language used not always clear. |
|  | Asks the same questions over and over. |

***Evidence collected from assignment and feedback:***

**You demonstrated the following aspects well….**

**You could have improved your grade by…**

**3. Psychological knowledge**

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Demonstrates evidence of working in a psychologically informed way. | No or little evidence of working in psychologically informed way. |
| Where psychological theory is used/drawn from it is pitched at a level suitable for the client’s understanding. | When drawn on psychological theory it is poorly understood or incorrectly applied by the trainee. |
| Explains rationales. | No rationale for work given or poor rationale given. |
| Checks understanding. | No checking of understanding or does check understanding but does not factor the response into the session. |
| Demonstrates psychological thinking, and facilitates increasing psychological thinking in the client. | Client’s understanding of psychological approaches is not enhanced or deepened. |
| When a psychological model-specific technique is used it is well timed or well applied. | Inappropriate use of psychological approach /model specific technique e.g. poor application or mis-timing. |

***Evidence collected from assignment and feedback:***

**You demonstrated the following aspects well….**

**You could have improved your grade by…**

***4.* Professional behaviour**

*This competency refers to the demonstration of appropriate standards of professional and ethical conduct.*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Boundaries are managed appropriately. | Inappropriately rigid or loose boundaries evident i.e. too informal or too formal. |
| Appropriately professional stance, appropriate information given about self, ‘good authority’. | Inappropriate self-disclosure. |
| Limits of the role explained clearly. | Inaccurate description of role and limits of role. |
| Aware of issues of appropriate informed consent. | Highly ‘expert’ /controlling stance or highly passive stance. |
| Appropriate acknowledgement /use of professional power. | Inappropriate use of professional power. |
| Appropriate management of challenges to professional position. | Becomes inappropriately defensive. |
| Level of self-disclosure is consistent with context. | Is inappropriately critical of the client. |
| Appropriate level of confidence in own ability shown i.e. is aware of own limitations. | Inflated self-appraisal or underestimation (i.e. over / under confident) of own performance / clinical competence. |
| Appropriate and balanced assessment and reflection on performance i.e. can identify areas to develop and areas of strength. | Blames the content of the role play for poor performance rather than engaging in active self-reflection. |
|  | Unawareness of limits of role/oversteps limits of role. |
|  | Shows little/no awareness of consent issues or actively breaches consent / confidentiality. |
|  | Does not identify or acknowledge risk or safeguarding issues. |
|  | Is rude. |

***Evidence collected from assignment and feedback:***

**You demonstrated the following aspects well….**

**You could have improved your grade by…**

***5.* Session management**

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Able to open and close a session appropriately. | Little obvious management of session process. |
| Keeps things ‘on track’, balances own agenda with client’s, keeps structure and coherence. | Session is unstructured / process is incoherent. |
| Can assertively and sensitively manage the process. | Rigid adherence to one’s own agenda. |
| Discusses contracting with client in an appropriate way and at an appropriate time. | Gives no consideration to contracting arrangements e.g. note making in session; confidentiality. |

***Evidence collected from assignment and feedback:***

**You demonstrated the following aspects well….**

**You could have improved your grade by…**

***6.* Respecting and exploring difference**

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Conveys a non-judgemental stance, avoids assumptions. | Appears judgemental or prejudiced. |
| Able to actively approach difference sensitively where appropriate. | Assumptions made/stereotyping evident. |
| Acknowledges difference, uses to effectively facilitate engagement, formulation or intervention. | Unaware of difference or diversity issues. |
| Is insightful when has made assumptions and acknowledges this with client. | Lacks insight into own prejudices and impact on client. |
| Has awareness to stop self and change direction if notices self about to make an assumption. | Shows no or little awareness of when has expressed an assumption. |
|  | Not able to acknowledge different people’s perspectives. |

***Evidence collected from assignment and feedback:***

**You demonstrated the following aspects well….**

**You could have improved your grade by…**

***7.* Resilience**

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Tolerates/explores difficult topics or feelings. | Is unable to contain distress. |
| Is appropriately persistent in repairing a rupture. | Avoidance of any difficult content. |
| Is able to repair a rupture. | Cannot repair ‘ruptures’ to relationship. |
| Appears able to tolerate potentially overwhelming feelings from the client. | Appears overwhelmed and out of their depth. |

***Evidence collected from assignment and feedback:***

**You demonstrated the following aspects well….**

**You could have improved your grade by…**

**General marker’s comments on the assignment**