



# Supervising DClinPsych trainees

Discussion:

- How should we supervise trainees completing neuropsychological assessment?


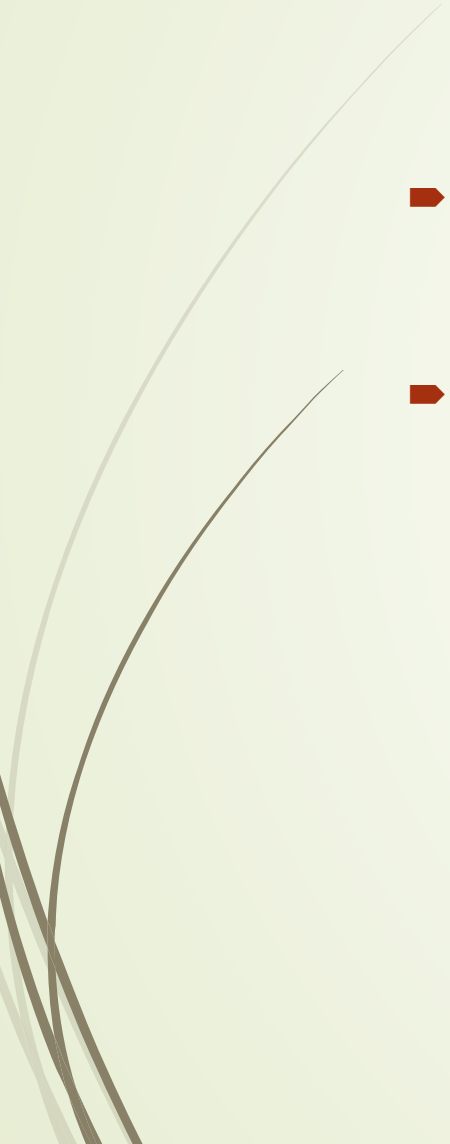


# Why is this important?

- ▶ High number of errors made in testing (by trainees and qualified clinicians alike!)
- ▶ Number of errors made does not decrease with mere practice

Errors can be in:

- ▶ **Administration** (e.g. failing to follow the reverse-rule to establish a baseline, deviation from standardized instructions, failing to query, incorrect prompting)
- ▶ **Scoring** (e.g., incorrect allocation of scores to responses, errors in converting raw scores to scales scores, not including first few items if start point is not first item)
- ▶ **Computation** (e.g. incorrect age calculation or arithmetic errors in summing scores)
- ▶ **Carelessness** (failing to record responses)

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- ▶ Models of learning: should aim to ensure that initial learning of the test administration and scoring is thorough and accurate so that trainees do not continue to practice errors in future experiences
  - ▶ And encourage trainees to be highly self-aware and self-reflective in evaluating their own practice

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- Unsupervised practice administrations led trainees to practise errors

What helps?

- Errorless learning
- Observing
- Practicing with feedback
- Being observed, check scoring
- Checklist



# Process of learning on DClinPsych

- ▶ Teaching sessions
- ▶ Practical experience (i.e. Leeds observation task)
- ▶ Experience on placement
  - ▶ Trainee observe supervisor completing an assessment
  - ▶ Supervisor observe trainee completing an assessment
  - ▶ If competent trainee then to administer independently
  - ▶ Continue to check scoring
- ▶ Use of checklists?

# Assessment checklist

## WISC-IV 2. Similarities

directions verbatim	YES	NO
directions clearly	YES	NO
items verbatim and clearly	YES	NO
s with sample item and the item 1, unless of child's age	YES	NO
sufficient time for child to respond to question	YES	NO

correct answers for items 1 and 2 if child these items	
not give correct answers for items 3-19	
an example of a 2-point response if a 1-response is given on item 6 or item 7	
s every response followed in the WISC-manual by a "(Q)", even if it is a 0-point	
ies vague responses	
pts with "Explain what you mean" or	

Assessment criteria	Level of performance		
	Excellent/ good	Adequate	Not met
STUDENT DEMONSTRATES BASIC COMPETENCY			
STUDENT NOT COMPETENT			
<b>Test administration</b>			
Follows test manual administration and instruction	All instructions in manual followed.	Occasional errors in testing but not sufficient to reduce the validity of the test	Significant errors in test administration which make this administration invalid
Organisation and familiarity with materials	Student is well organised during the testing and displays proficiency and confidence in handling test materials, application of discontinue rules, prompts etc. and manages use of record sheet smoothly	Student is moderately organised, shows some signs of hesitation or uncertainty in handling materials and administering items but this does not reduce the validity of the test	Student not appropriately prepared for administration of the test. Student is disorganised, confused or fails to respond appropriately to errors or misunderstandings made by 'client', or fails to seek additional information when required. Likely to make the administration invalid
Appropriate interpersonal interaction during testing	'Client' set at ease, manages a good pace in the assessment, speaks clearly, is pleasant and encouraging without violating administration rules	Student shows some nervousness in the interaction, make need to adjust the pace or volume of their speech a little or may make awkward remarks, but is generally pleasant and appropriate and validity of test not reduced	Inappropriate feedback to 'client' about progress, speaks unclearly, (mumbles, too loud, too soft, too fast), shows own discomfort in situation. Likely to make the administration invalid
<b>Record form</b>			
Record form correctly filled out	Student has used all required parts of form and information is in correct sections	Mostly correct use of record form, with one or two minor omissions that make no significant impact to the outcome of the assessment, responses recorded verbatim	Student has not used the form correctly, multiple errors in form use, responses not recorded verbatim. Errors reduce validity of assessment
Scoring is correct	Scoring is correct, and where interpretation is required, student has made a good effort at a correct interpretation	There may be minor errors in scoring, that have no substantive impact of the outcome of the assessment	Significant errors have been made in scoring such as failing to apply discontinue rules or to count all items, poor decisions made in applying scoring rules. Errors reduce validity of assessment
Discrepancy and strengths and	Analysis is correct	There may be minor errors in analysis, that have no substantive impact of the outcome of the	Significant errors have been made in analysis. Errors reduce validity of assessment