Supporting early learning experiences in graduate psychology training:
The Krongold Outreach Program
Career Assessment Service (KOP-CAS)

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GROUP
OF EIGHT
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Abstract

Early learning experiences in graduate psychology programs have a significant impact on self-efficacy. There is a risk that early exposure to complex clinical presentations may negatively impact on the development of clinical skills. Scaffolding the experiences of provisional psychologists involves a careful balance of managing risk while fostering autonomy. This paper will present the development and implementation of the Krongold Outreach Program Career Assessment Service (KOP-CAS) at Monash University. Using freely available assessment tools, provisional psychologists under the supervision of faculty staff provided free vocational, values, and personality assessment; and feedback sessions, for 650 clients. Including program development time, the hourly staff to student experience ratio was 1:12, which suggested that the program is also cost-effective. Provisional psychologists found the experience of conducting career assessments and feedback sessions highly valuable, increasing perceptions of confidence and competence, as well as reducing subsequent stress when exposed to more complex presentations. Implications for the integration of teaching, clinical experience, and research opportunities will be discussed, as well as future directions for the KOP-CAS program.
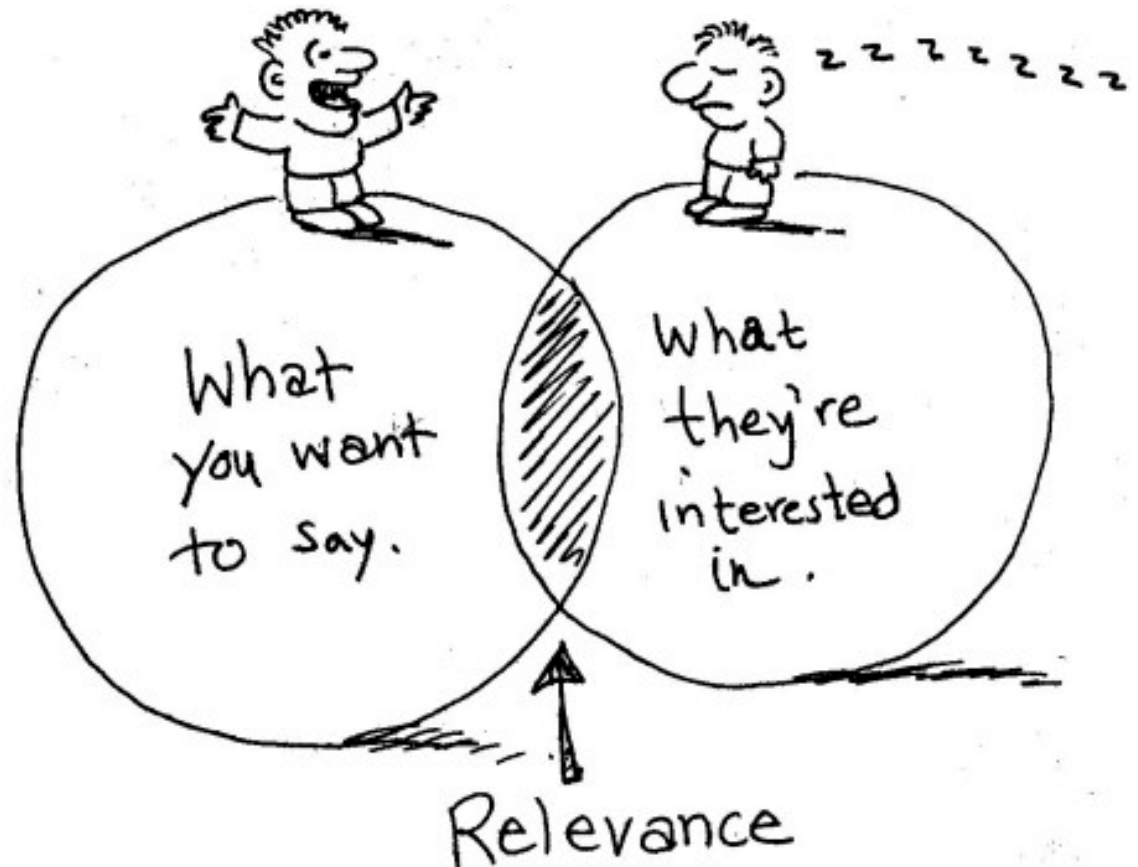
Your first time?

Think back to the first client you ever saw in your training to be a psychologist

- – How competent and confident did you feel?
- – Did you feel like an imposter?
- – Was it a potentially risky situation?

- 4 year old boy
- Extreme separation anxiety
- Panic attacks
- Gifted

- Confidence – **3 / 10**
- Imposter – **YES**
- Risk - **moderate**

What you want to say.

What they're interested in.

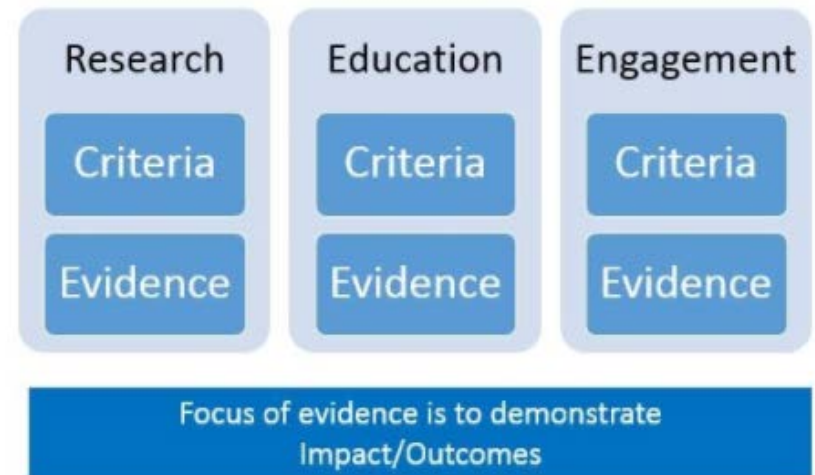Relevance

- **Education**
  - Developing professional competencies in trainee psychologists
  - *Get good student feedback scores at end of semester*

- **Research**
  - Conduct scholarly research
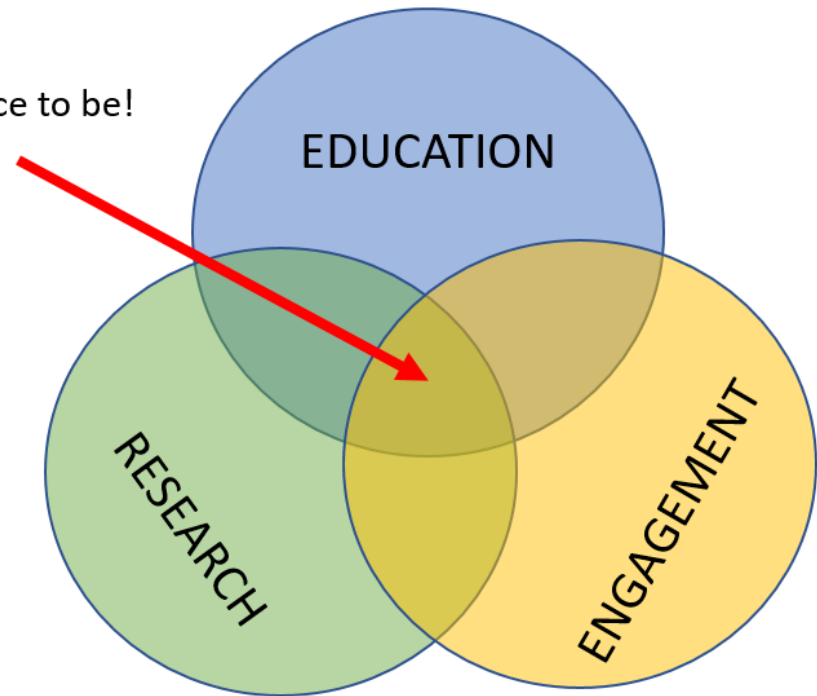 - *Get lots of grant money and publish in top journals*

- **Engagement**
  - Support the university and wider community through service
  - *Do something that makes the university look good!*

Research	Education	Engagement
Criteria	Criteria	Criteria
Evidence	Evidence	Evidence

Focus of evidence is to demonstrate Impact/Outcomes

The brief

- Develop an early training activity which is able to meet all of these needs

- Strength of team
  - *Individual differences*
  - *Psychological assessment*
  - *Strengths and possibilities*

- Career assessment service
  - Using freely available tools
  - Free to members of the community

The best place to be!

EDUCATION

RESEARCH

ENGAGEMENT

Our goal was not to tell people what they "should" do but rather help them to understand themselves better using an individual differences framework

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- Identify several key readings regarding career interests and individual differences
- Select appropriate measures for career assessment
  - **Brief RIASEC marker scales**: 48-item self-report measure of interests, aligned with Holland's theory. Short (and free) instrument which is similar in function to SDS and SII
  - **Big Five Inventory 2**: 60-item self report measure of the Big 5 (or Five Factor Model) of personality. Similar in function to NEO-PI-3 and other broadband personality measures, but free
- Identify other important resources (https://www.onetonline.org/)
- Develop online administration platform (https://www.qualtrics.com/)
- Develop a client report template

KOP-CAS: Training psychologists

- Complete set readings and use PeerWise before workshop to consolidate knowledge

- 1.5 hour experiential workshop used to build skills

- Complete self-assessment and reflect on strengths/weaknesses

- Feedback results to a peer

- Roleplay case studies

- Ethical considerations

PeerWise

Vocational assessment training

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Answered questions

Showing all questions (choose topic)

Click to view	Preview	Author's reputation	When answered
		sort	⬇
1 »	Which of the following is NOT included in Holland's RIASEC acronym?	50	6:34pm, 01 Apr
2 »	According to Lee, Johnston, & Dougherty (2000), certain ...	202	6:59am, 01 Apr

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- **Two models of service**
  - *Rapid feedback* – clients complete the online survey; results are scored automatically and written in the report template; and sit down with a trainee psychologist for individual feedback

  - *Assessment in advance* – clients complete the survey in advance; trainee psychologists complete a personalised report; and meet with client for individual feedback (in person or via web conference)

173 direct client contact hours

137 non-contact practice hours

270 real clients for student practitioners

8 hours training per student practitioner

10 hours program development (by staff)

36 hours of supervision (by staff)

KOP-CAS summary 2016

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Table 1. Career Interests

	T Score	Description
Realistic (R)		Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools, and machinery (e.g., electrician, mechanic). Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others. Those who are interested in realistic occupations may hold traditional values and appreciate concrete things.
Investigative (I)		Investigative occupations frequently involve working with ideas, and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally (e.g., biologist, surgeon). Those who are interested in investigative occupations value scientific or scholarly activities.
Artistic (A)		Artistic occupations frequently involve working with forms, designs, and patterns (e.g., writer, interior decorator). They often require self-expression and the work can be done without following a clear set of rules. Individuals who hold artistic interests are expressive, open, and value aesthetic experiences.
Social (S)		Social occupations frequently involve working with, communicating with, and teaching people. These occupations often involve helping or providing service to others (e.g., teacher, counsellor). Social individuals value social and ethical activities and tend to understand others well.
Enterprising (E)		Enterprising occupations frequently involve starting up and carrying out projects (e.g., manager, salesperson). These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.
Conventional (C)		Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas (e.g., bookkeeper, banker). Usually there is a clear line of authority to follow. Conventional individuals are orderly and skilled at recordkeeping.
My primary interest code is:	_ _ _ ⬅	*This is comprised of the 3 highest scores in the space provided (e.g., SIA, REC)* *If you do not have three domains that are clearly higher than others, your profile may be considered less differentiated, indicating relatively equal interests across those domains with similar scores.*

Note. Raw scores range from 8 to 56, where low scores indicate weak interest, and high scores a strong interest in that domain.

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- Developed a short measure of Work Values
- Developed peer-evaluation forms
- Developed visual aids to support feedback
- Evaluated psychologist confidence pre/post
- Evaluated client satisfaction
- Currently developing an online training manual and materials
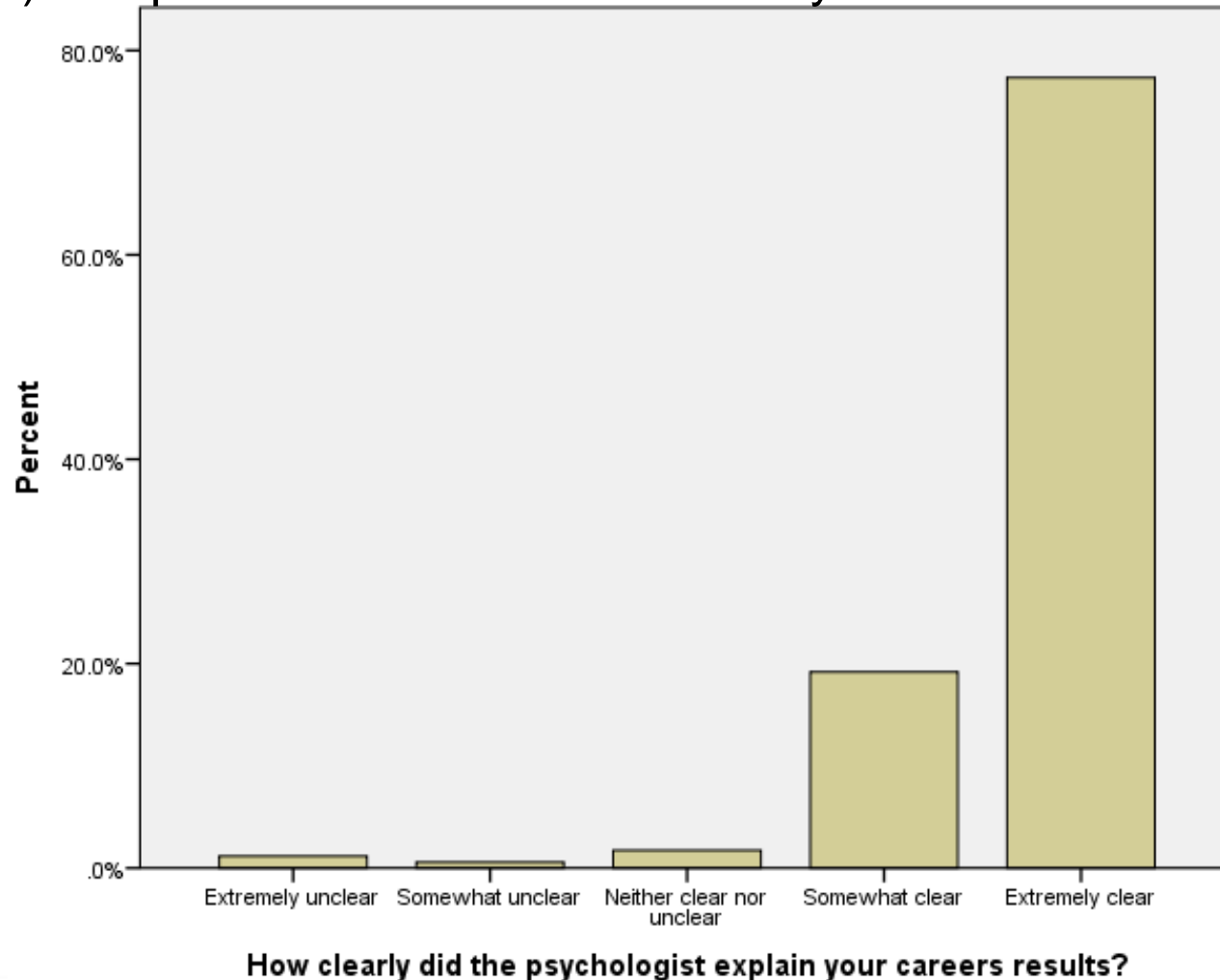
KOP-CAS: Psychologist confidence

- **30 trainee psychologists (24 female; first client for 2/3 of sample)**
- Confidence scale reliability pre (.90) and post (.87)
  - *Rate your confidence in introducing a client to their assessment feedback session*
  - *Rate your confidence in explaining assessment results clearly to clients*
  - *Rate your confidence about explaining technical concepts in language that is suitable for clients*
  - *In the context of assessment feedback, rate your confidence in developing and maintaining rapport with clients*
  - *In the context of assessment feedback, rate your confidence in using counselling skills (eg checking in for understanding, questions, using reflective listening)*

- **Post: $M = 28.00$, $SD = 3.59$**
- **Pre: $M = 18.83$, $SD = 5.28$**
- **Correlation between Pre and Post: .73**
- **Repeated measures t-test: $t(29) = 13.87$, $p < .001$, $d = 2.8$**
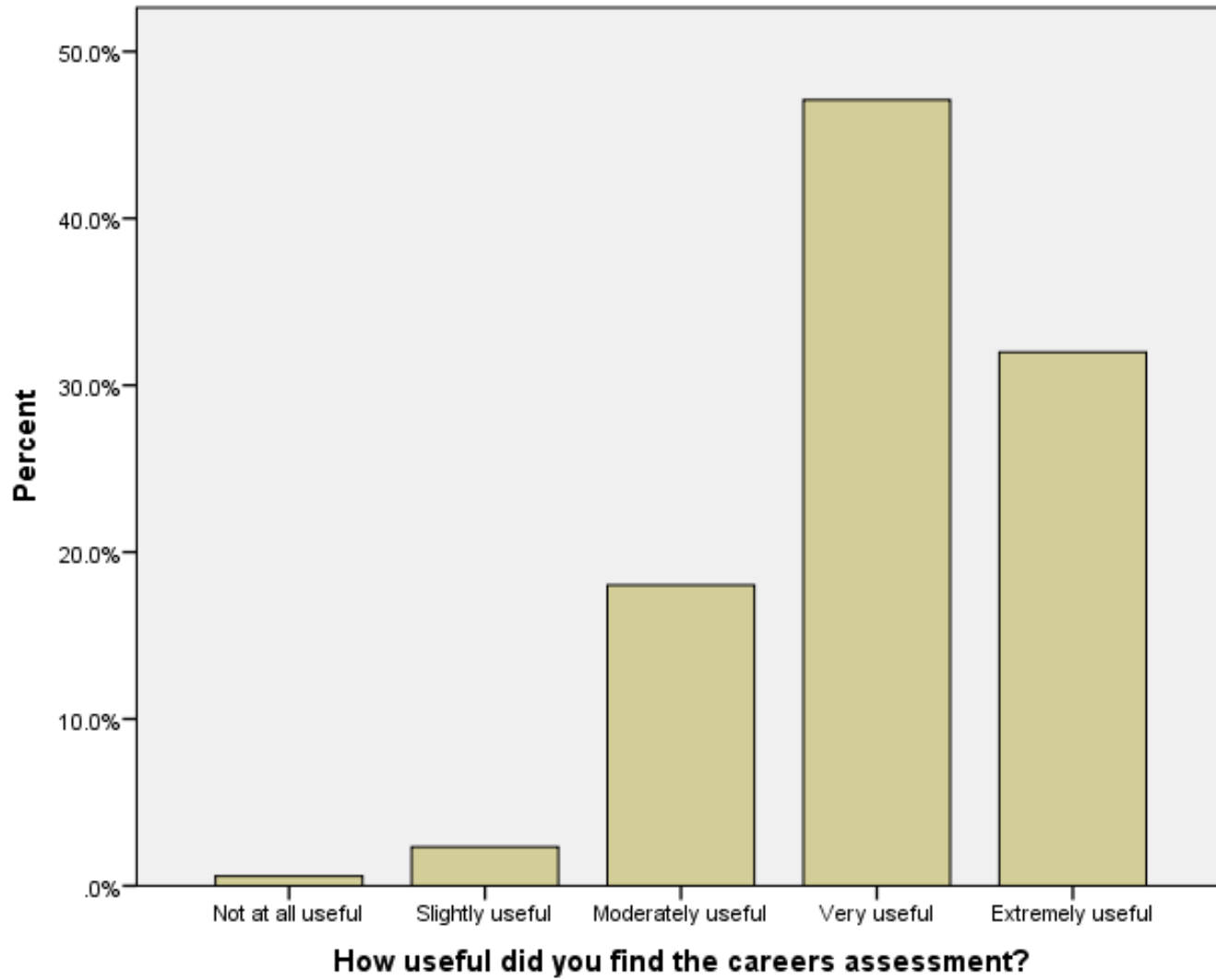
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Qualitative feedback

- Really enjoyable experience
- Improved confidence
- Validating
- Putting training into practice
- Great to watch peers

- Explaining constructs in non-technical language
- More time with each client
- Framework for integrating results
- Quiet clients / few preferences were hard to work with
- More information on Work Values
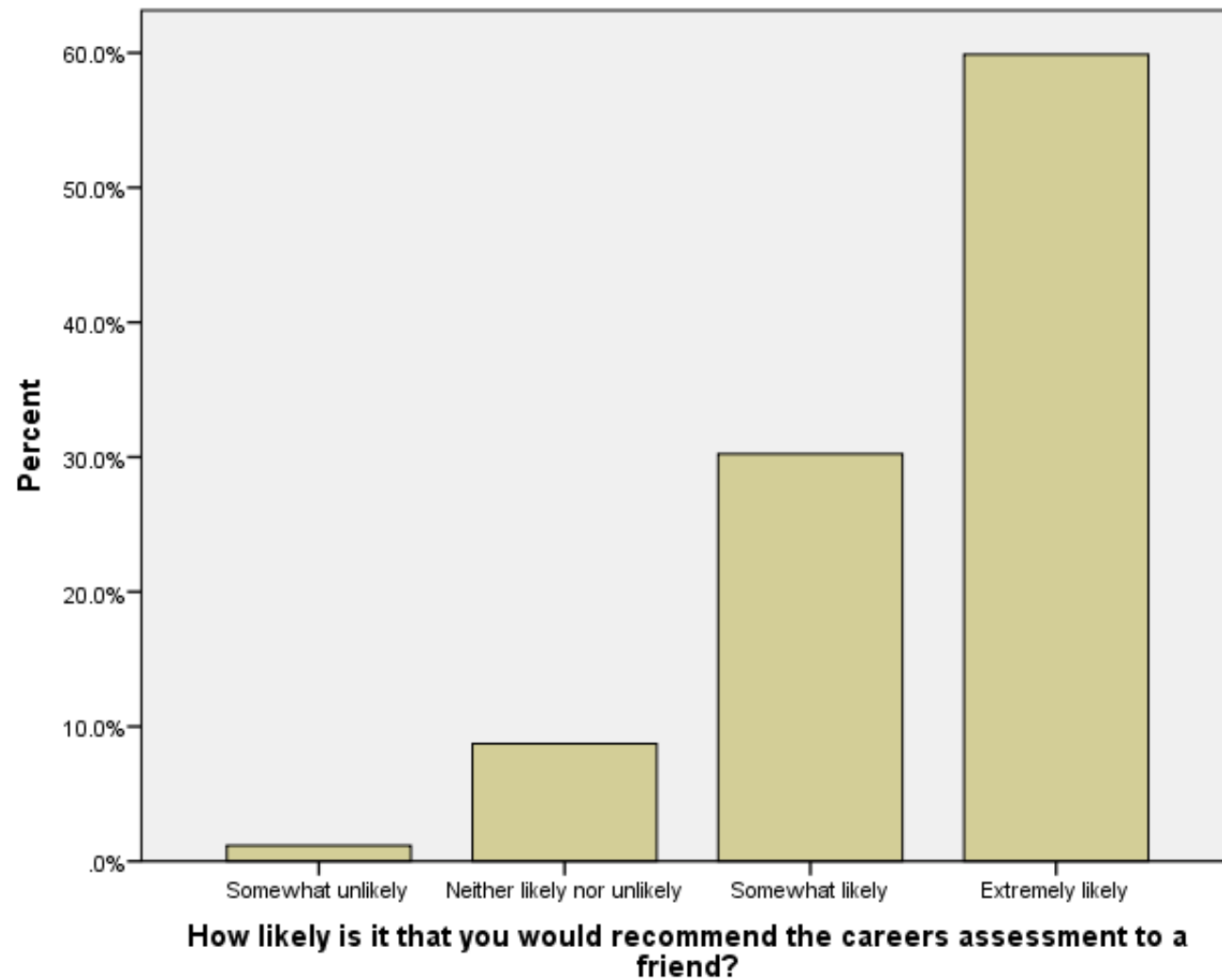
KOP-CAS: Client satisfaction

- 248 clients accessed the service at the university Open Day. 172 (69%) completed a brief feedback survey

How clearly did the psychologist explain your careers results?

KOP-CAS: Client satisfaction

KOP-CAS: Client satisfaction

- **Education**
  - Developed a learning opportunity for trainee psychologists to engage with clients independently in supportive environment
  - Trainee psychologists were significantly more confident, felt it was enjoyable, improved self-efficacy

- **Research**
  - Developing a measure of Work Values (to be published)
  - Validating measures in our population
  - Outcome measurements as a validation study
  - Future follow up with clients

- **Engagement**
  - Provided free career assessment services to approximately 650 people from the community
  - Clients found the feedback clear (95%) and useful (98%), with 90% indicating they would recommend to a friend

Slides available from

shanecostello.net

Questions?