

Evaluating the impact of role-play in online clinical psychology learning

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What is the project about?







CENTRE FOR ONLINE & DISTANCE EDUCATION

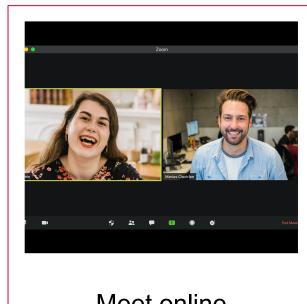




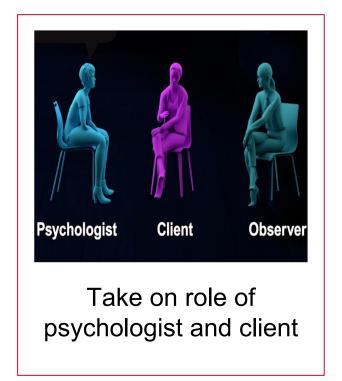
Online role-play



Prepare for the scenario



Meet online





Why is it important?





Study Design

Mixed methods

 Aimed to get responses to a short survey, and enough volunteers to make 2 focus group discussions i.e. 6-12 people

Recruitment via regular emails from module lead, announcements on VLE and attendance at synchronous sessions to explain the survey

Survey based upon an instrument designed for Virtual Patient resources in medical education

 Includes subscales for authenticity of the client encounter, cognitive strategies for the consultation, coaching during consultation



Initial findings

Across 2 cohorts of students enrolled in the programme, we have had 8 survey responses (5 from 2022/23 cohort and 3 from 2021/22), and 1 student volunteer

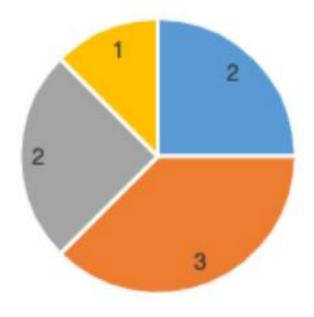
Initial survey responses showed:

- Limited engagement with the role-play activities
- General agreement with the constructs in the survey

Interview with volunteer showed that they engaged with some of the role-play activities, but did not include the observer role in the activities or conduct a debrief

Anecdotal report to module lead suggested students feel they lack the training required to give feedback

How many of the clinical role play activities that you have covered in the module so far have you participated in?





Most of them All of them

Challenges and open questions

Is the lack of engagement with the study indicative of wider engagement issues?

How can we capture any conclusions beyond the role-play activities?

What more can we do to reach the students with this study?

How can we improve student confidence in giving feedback?

What can we do to foster greater engagement?

Do we understand what the distance students want from their learning?

How can we better set student expectations for their participation in the module?

How can we encourage students to use the observer role to facilitate reflection?







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	Factor/subscale	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
While working on the role-plays in the role of a psychologist, I felt I had to make the same decisions a psychologist would make in real life	Authenticity	0	0	0	3	3
While working on the role-plays in the role of a psychologist, I felt as if I were the psychologist caring for the service users	Authenticity	0	0	0	3	3
While working on the role-plays in the role of a service user, I felt as if I was a service user seeking treatment	Authenticity	0	0	4	2	0
While working through the scenarios, I was actively engaged in revising my initial image of the service user's problem as new information became available	Cognitive strategies	0	0	1	3	2
While working through the scenarios, I was actively engaged in thinking about which findings supported or refuted my reasoning	Cognitive strategies	0	0	0	3	3
The questions I was asked while working through the scenarios were helpfu in enhancing my reasoning	l Coaching	0	0	1	3	2
The feedback I received was helpful in enhancing my reasoning	Coaching	0	1	3	1	1
Overall, working through the scenarios was a worthwhile learning	Clobal saara	0	0	1	2	2
experience	Global score	0	0	1	2	3