**Guidelines for use of Client Feedback measures during training- updated 2023**

One of the areas within the new BPS accreditation guidelines is on the evaluation of practice through the monitoring of processes and outcomes……informed by service user experiences as well as clinical indicators ”. 2.2.5 p24. Therefore from the 2016 intake trainees are to use a client feedback questionnaire with at least two clients per placement to support them in the development of reflective practice skills. These guidelines are designed to give information and support their use for trainees and supervisors.

The course recommend two questionnaires to choose from: the CARE measure and Edinburgh Client Feedback Scale. Copies of these questionnaires are available on our course website Under Client Feedback at <http://www.ed.ac.uk/health/clinical-psychology/studying/resources/doctorate-resources>. More information about each is outlined below to help you choose the most appropriate. If there is a locally used questionnaire around client experience, this could be used with the proviso that it is first discussed for suitability with the course.

1. CARE ( Consultation and Relational Empathy measure)

This has three versions. The standard version is 10 items (e.g. listening, showing care and compassion) with ratings from poor to excellent. This scale was originally designed for GP consultations and is widely researched and well validated. While not designed directly for therapy, most of the items seem applicable and trainees can be reflective with their supervisor on the feedback. There is also a 5 item measure for children and an adapted 10 item for people with communication or cognitive difficulties. The scale is slightly more skewed towards positive responses.

1. Edinburgh Client Feedback questionnaire

This is based on questionnaires developed by the experts by experience group at the Royal Holloway Clinical Psychology course. There are two versions: a standard version and an easy read version suitable for children or for clients with communication or cognitive difficulties. It asks how comfortable and how helpful the client found the session and gives space for qualitative feedback. The standard has a 5 point scale and the easy read version a 3 point scale which could be more suitable for clients with an intellectual disability.

Use of these questionnaires

The clients will be agreed between the supervisor and trainees and they can consider ways to reduce social desirability and to minimise the power between the trainee and the client. For example, it is probably best for the trainee not to be present while the scale is completed and to consider giving an envelope to return to administrator or supervisor. These may be best used at key points during therapy for example after assessment, at therapy review or at the end of therapy. The scale is designed to be used as a tool for reflection on the client experience within supervision and is relevant to items on the ECC such as Scientist Practitioner skills and Power and Diversity. The scales are not returned to the course.

Session by session feedback questionnaire

In addition, trainees will be asked to use a session by session feedback questionnaire with at least one client during training and the 4 item Session Rating Scale (Duncan, Miller et al, 2003) would be recommended. These are designed to be completed while the clinician is in the room and open up dialogue. A link to download this will be on the website and note that copyright means it can only be downloaded for individual use.

If you have any questions or wish further support in using these, please do not hesitate to contact Rebecca Curtis at Rebecca.curtis@ed.ac.uk

Relevant Reading

Mercer SW, Watt, GCM, Maxwell M and Heaney DH. The development and preliminary validation of the Consultation and Relational Empathy (CARE) Measure; an empathy-based consultation process measure. Family Practice 2004, 21 (6), 699-705

Duncan BL, Miller SD et al. The Session Rating Scale: Preliminary Psychometric Properties of a “Working” Alliance Inventory. Journal of Brief Therapy, 2003, 3 (1), 3-11.