



# E-Assessment on Professional Communication, Conversation & Counselling – a Paradox?

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# 1 CCC Competencies and Social Work Education

## Basic Characteristics of Social Work Action

work on behalf of multiple mandates  
prove competence in every day life  
depend on co-production and dialogue  
deal with personal constructs and realities  
work case-based and non-technological  
seem sometimes in charge of everything, but with no exclusive professional responsibilities in cooperation with other helping professions



demand for skills in

supporting and working with

## CCC - Key Subject in Social Work Education

Every day life communication in Foster care, socio-cultural work, Social in schools

Professional conversation/negotiation: helpers meetings, help assessment & planning ...

Counselling in social welfare, psycho-social care, health services family counselling ...



coping these situations with these clients requests



## Clients

in precarious situations like unemployment and poverty, addiction, mental health problems, trauma family conflicts, divorce, migration, disability

and their needs, personal traits and challenges on CCC



so we teach

and enhance Basics in

## Basic Competencies in BA-Degree Programs

we examine basic knowledge, mindsets and skills in

### Communication



Empathic understanding of & active influence on partners  
Fostering appropriate relationships  
Coping troubles & dysfunctions (metacommunication)  
Nonverbal communication

### Conversation



Prepare, conduct and evaluate professional conversations  
Assessment, clarification, problem-solving with clients and teams

### Counselling



Basic knowledge, mindsets and skills in psycho-social counselling  
Counselling process: Start, work & finish counselling (single clients)  
cognitive-behavioral approach, & motivational interviewing  
person-centered & systems-/solution focussed approach

doesn't end with a BA-Diploma

## Competencies in Further and Postdoc-Education

focussed on counselling we examine advanced knowledge, mindsets and skills in

### Counselling



Advanced knowledge, mindsets and skills in psycho-social counselling of students who specialize in the field of counselling

## 2 Today's Assessments in CCC-Competencies in BA-Degree Programs



### Practice & Reflection

Preparation/practice/evaluation of real conversations in Social Work practice  
Written reflection or colloquium



### Live-Exam

Live-Counselling with simulation client  
(one-way-screen or video transmission)  
Reflection on live-performance: colloquium



### Video-based Colloquium

Presentation of a roleplay video  
plus single- or group colloquium



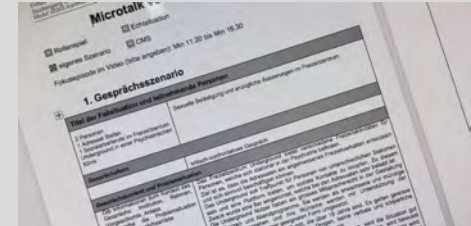
### Simulation Game

Documentation of a seven-week  
Counselling simulation-game in groups



### Microtalk

20' Video recording of a roleplay  
Written preparation and reflection



### Report

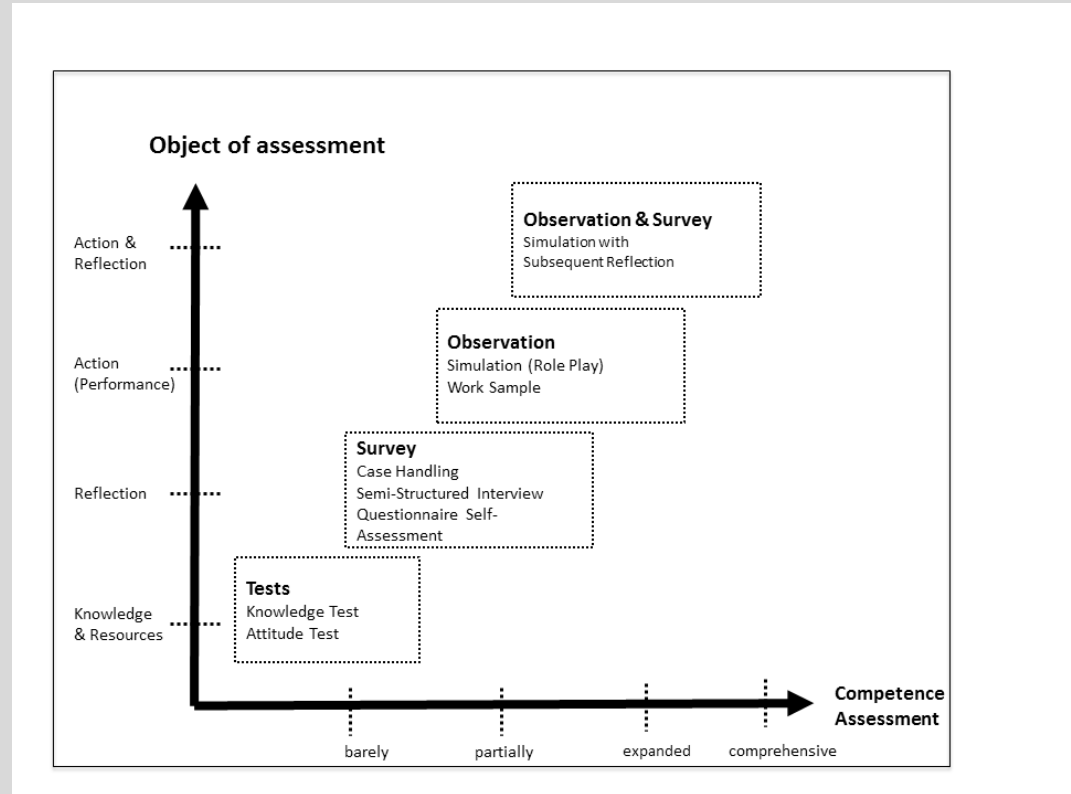
Written protocols of groupwork sessions  
Reflections on roleplay trainings

### 3 Counselling-Assessment in further Education/vocational Training

**Further Education in Counselling: The question of deepening knowledge and making it reflexive and applicable**

Key problems

- Assessing competencies in realistic environments
- Developing measuring instruments
- Developing feedback- and teaching formats fitting needs of students in further Education



### 3 Counselling-Assessment in further Education/vocational Training

#### Example: Deeping and assessing knowledge – the KES-Project (expanded as BeraLab)

Transdisziplinäre project goals:

- Deepening counselling knowledge under the perspective of application
- Measuring learning effects (both for individual feedback and statistic aggregation of outcome effects of the KES learning environment itself)
- Modelling the development of counselling expertise from novice to expert level

Method:

- 3 didactic elements in a moderately constructivist learning environment
- 2 video taped counselling sessions with trained simulation clients presenting standardized typical cases from the field of social work
  - Compact seminar (14 hours) on systemic counselling using the video taped sessions as material
  - Self- and external assessment of counselling sessions with TBKS (Tuebingen Counseling Competence Scale)

**Two-group-design for measuring the effects of practice (simulation environment) and theory acquisition (seminar)**

**Group 1:**



**Group 2:**



## 3 Counselling-Assessment in further Education/vocational Training

### First Results (~210 cases)

#### Results

- Psychometrically sound assessment of counselling competencies in six dimensions seems possible (with trained raters, intra-class coefficient is .73 to .89)
  - 'Showing Interest and Recognition' (SIR)
  - 'Enhancing Exploration' (ENE)
  - 'Deepening Sessions' (DES)
  - 'Planning and Initiating Changes' (PIC)
  - 'Developing Counselling and Therapeutic Relationships' (DCR)
  - 'Shaping Sessions'
- Practicing in the KES-Simulation alone has small significant effects on relationship building (therapeutic alliance), combination of practicing and theory has both significant effects on relationship building and technical/methodical counselling competencies
- Effect of KES-project has same size as 1.5 years of conventional studying (full-time) for technical/methodical aspects of counselling competencies
- Overall conclusion: You can train technical/methodical competencies with very good results while relationship-building competencies seem to be rather a function of time and personal growth of counsellors in training

# Questions & Discussion

## Questions & Suggestions for Discussion

- How to compromise in developing/choosing instruments of measure between practical suitability and the needs of research (reliability, validity) in a transdisciplinary field?
- Are performance measures telling us enough about competencies?
- Is it really paying off to gap between subjective, person-based measures made for individual learning processes and using the same data to research in an aggregated way?
- ...



# First a View into Future - Avatar Exams in Counselling?



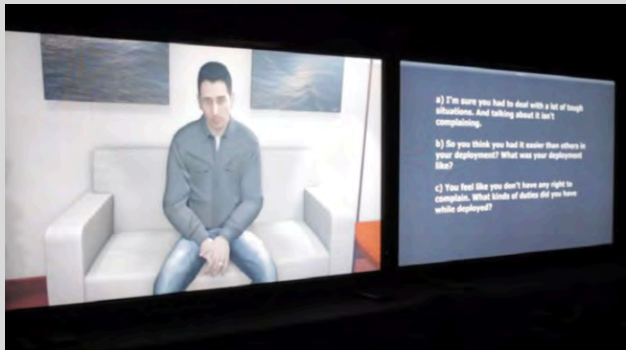
Motivational Interviewing Novice Demonstration (MIND)

(Not that far away - a view to what's already possible in virtual therapy and health service training:

USC Institute for Creative Technologies)



USC Virtualized Standardized Patient



USC Motivational Interviewing Learning Environment and Simulation (MILES), Embedded in USC School of Social Work

<http://ict.usc.edu>



Virtual Human for Health Care Support (SimSensei)  
<https://www.youtube.com/watch?v=FULJPsN7Yuc>.

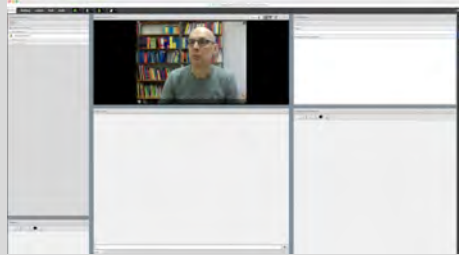


### 3 CCC-E-Assessment - how to transform proven Scenarios to the Net



#### Practice & Reflection

Blog (individual or groupwise) with audio/video recordings & reflection



#### Live-Exams via SWITCHinteract

Live-counselling with simulation client  
Adobe Connect transmission,  
Subsequent reflection on live-counselling



#### Video-based Colloquium

Video at SWITCHtube  
plus single-colloquium: SWITCHinteract



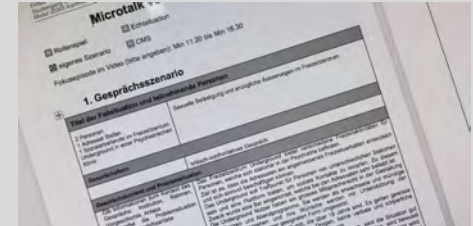
#### Simulation Game

Web based documentation of counselling simulation-game in groups



#### Microtalk on LMS

20' video recording of a roleplay  
plus preparation & reflection on LMS



#### Report

LMS based protocols of groupwork sessions  
Reflections on roleplay trainings

## 4 Some Chances and Challenges of E-Assessment in CCC

### Chances

Lack of Feedback and distinctive ratings for students  
→ role-specific peer- and teachers feedbacks and ratings on videos and reflections

Video Recordings of Live-Counsellings on SWITCHinteract  
→ documentations of exams - recourse security

Ratings online with LMS-tools  
→ more consistency in use of rating checklists

Wind-stopp-rewind in video ratings  
→ higher resolution of ratings  
→ low and high inferent ratings

Microcounselling videos as (later) teaching material  
→ Social learning from similar role-models

Video recordings and reflection instead of Live-counselling and colloquium  
→ less frightening



### Challenges

Data- and personality protection for videos

Artefacts by repeated-repeated-repeated ... videotakes (it's NOT a casting-Show (... and YOU DON'T GET FIRED ...!))

Artefacts of video, if only external view  
→ Inside view / reflection on action is indispensable

Technical abilities of lecturers / examers and students  
→ reach from digital dinosaurs to dig. natives

Water-proof exam conditions  
→ „Sorry, I couldn't upload video, no/low/interrupted Internet-connection, didn't find the link“ and so on.

Face-to-Face-Myth in counselling by colleagues & students  
→ „Only face-to-face-meetings are worthy“

Fraud Risks at online-exams? No experience...

Tiring work of video rating instead of face-to-face-contact  
25 Microtalk Videos à 20 Min. plus written reflection:  
= 25 hours / 3 days watching video, video, video...  
plus reading & rating

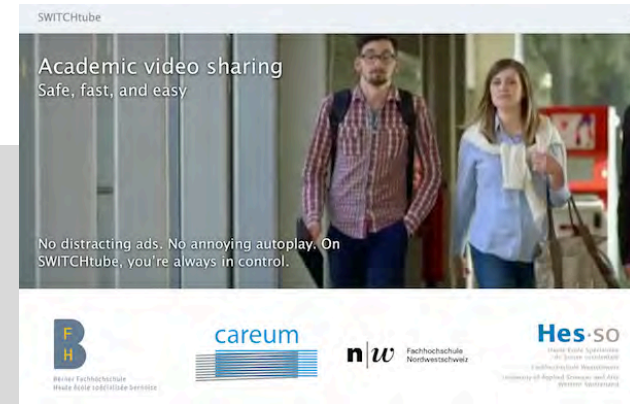
## 5 A View to and Demands on E-Assessment-Tools

### SWITCHtube / SWITCHcast

Videochannels, rights and roles for > 300 students (FHNW)?

Online-Tools for Annotations and Grading?

SWITCHtube-Integration in LMS for Video Disposal?



### Learning Management Systems

(OLAT - Moodle - ILIAS)

Videoupload ... simple - fast - secure

Tools for annotations - online-assessment-sheets and grading

Distinct Roles and Rights-Management for protection of assessment data and personality)



### SWITCHinteract

Online-Live-Counselling: Technical complexity

Technical Security, functioning of permissions,

(Non-)working mics, webcams and recording



## 6 Literature and further Readings

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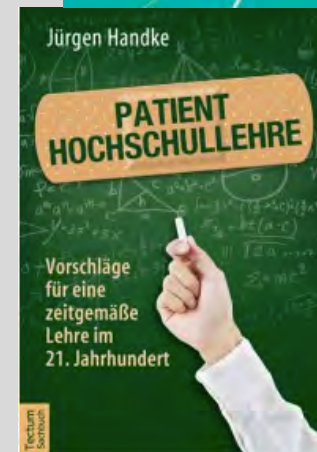
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