Volume 1

Using Video Enhanced Reflective Practice (VERP) to support the development of Trainee Educational Psychologists' Consultation and Peer Supervision skills

by

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ABSTRACT

This study aims to seek trainee Educational Psychologists' (EPs) views about their experiences of using Video Enhanced Reflective Practice (VERP) to support the development of consultation and peer supervision skills. VERP is a new pedagogical approach. Limited research has focused on professionals' experiences of using VERP, alongside exploring the supervisors' views regarding VERP.

Trainee EPs' are studying a doctoral training course to become qualified EPs. Participants engaged in three cycles of VERP reflecting upon their practice, using video clips of themselves. An action research design was implemented and views from trainee EPs' and the Video Interaction Guidance (VIG) supervisor were sought, using semi-structured interviews.

A form of thematic analysis was used in order to analyse the data. Findings suggest that VERP was generally a positive experience for trainees and their experiences highlighted the impact of observing themselves in practice, as oppose to retrospective reflection. Trainee EPs' acknowledged factors to consider within a 'shared review', their experiences of being filmed and using technology: the strengths and the challenges of which are considered.

The findings are discussed in relation to the existing literature surrounding VERP and the potential limitations are also considered, whilst highlighting implications for educational psychology professional practice and research.

ACKNOWLEDGEMENTS

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CHAPTER 1 INTRODUCTION

1.1 Context

This research forms part of the training to become an Educational Psychologist, as part of the doctorate in Applied Educational and Child Psychology. This thesis has been completed over Years Two and Three of the training whilst I have been working in a large Local Authority in the East Midlands.

1.2 Rationale

Throughout the doctoral training, trainee EPs are developing their ability to become reflective practitioners. This study aims to explore whether using Video Enhanced Reflective Practice (VERP) with trainee EPs can support the development of their consultation and peer supervision skills. VERP is a strengths-based method of professional development which allows trainees to engage closely in understanding their practice, whilst reflecting on their interactions with service users (Kennedy and Landor, 2015). Many professionals might be reluctant to engage in videoing themselves due to feeling self-conscious. However, this study aims to examine whether trainees are willing to engage in the use of video as part of a process of professional development.

Since moving to the Local Authority where I currently work on placement, I recognised that the service highly values Video Interaction Guidance (VIG). There is a small team of practitioners within the county that specialise in VIG, including two EPs who work a day a week each to carry out VIG work. I began the initial training in VIG within the service which enabled me to apply VERP in practice with the support of a VIG supervisor.

Within university sessions and through informal discussions with peers, there were concerns that despite trainees having good interpersonal skills, they appeared anxious about consultation. As many services currently operate a model of consultation, consultation skills are skills trainees are keen to develop. Additionally, throughout the training course there has been an emphasis on also developing peer supervision skills to support trainees. I aim to examine the use of VERP with trainee EPs in a peer supervision context.

The literature reviewed indicated that there are few studies which explore professionals' experiences of using VERP to support professional development and reflection of trainee EPs. This study aims to use VERP with trainee EPs, to support the development of both consultation and peer supervision skills through working with a peer, which is an original contribution to the evidence base.

1.3 Research questions

This research aims to explore the following research questions:

1: What are trainee EPs views of participating in VERP?

Sub research questions:

- o   How do trainee EPs experience being filmed?

- o   What are the trainee EPs experiences of a shared review?

2: How does VERP support the learning and development of trainee EPs' practice?

3: What are the VIG supervisor's experiences of VERP?

1.4 Overview of chapters

This thesis is structured in the following way:

Chapter 2: Literature Review

This chapter outlines the skills which trainee EPs are developing throughout the doctoral training course, in particular examining consultation and peer supervision skills. VERP (Video Enhanced Reflective Practice) and Video Interaction Guidance (VIG) will also be discussed in relation to the context of this study. Literature around experiential and mediated learning experiences will be further examined in relation to how VERP may be used to support trainee EPs learning and professional development.

Chapter 3: Methodology

This chapter begins by outlining the research aims for this study, the context in which the study took place and discussion of the original contribution to the existing evidence base. The epistemological position underpinning the study is also outlined, which justifies the methodology for this study. The research design is discussed, as well as the details of the data collection methods used. The strengths and limitations for each of the data collection methods are examined. Details of the participants, ethical considerations and the procedure will be outlined in detail, as well as the steps undertaken in order to collect the data for this study. The procedures undertaken to analyse the data are also discussed, alongside the steps used to justify the quality of the data. The limitations of the method are explored in addition to my own reflections provide, as a participant in this research.

Chapter 4: Presentation of the Findings

This chapter outlines the findings of the research. As previously discussed, I used both deductive and inductive methods of data analysis. Thirteen key themes were identified from the data analysis and these are presented and discussed. I have also included sub-themes

which have been described as "essentially themes-within-a theme" (Braun and Clarke, 2006 pp.23). Sub-themes have been useful in order to provide structure to larger themes. I will use excerpts from the semi-structured interview transcripts (raw data) to highlight the authenticity of each theme/sub-theme. Please note that within the excerpts presented, I have used punctuation to highlight sections that may have been omitted using […], whilst ensuring that the interpretation remains directly linked to the participant's words. The themes are discussed in relation to each of the research questions outlined in Chapter 3.

Chapter 5: Discussion, Reflections and Conclusions

This chapter aims to discuss the findings outlined in Chapter Four in relation to the study's aims and research questions. I will then examine the evidence relevant to the literature outlined in Chapters Two and Three. I will also include reflections about the research process. The limitations of this research will also be considered, in order to outline some of the potential threats to this research. The implications for further development will also be discussed.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

This chapter outlines the skills which trainee EPs are developing throughout the doctoral training course, in particular examining consultation and peer supervision skills. VERP (Video Enhanced Reflective Practice) and Video Interaction Guidance (VIG) will also be discussed in relation to the context of this study. Literature around experiential and mediated learning experiences will be further examined in relation to how VERP may be used to support trainee EPs learning and professional development.

2.2 The role of the Educational Psychologist

EPs deliver applied psychology when working with children and young people up to 25 years of age, since the most recent Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, 2014) was enacted. Many EPs work within the Local Authority, but there is a growing number of EPs working independently within the private sector (Sancho, Upton and Begley, 2015).

A review of the contributions of Educational Psychologists in England and Wales was carried out by Farrell et al in (2006) they suggested the following as key aspects of the role which were reported as having a positive impact on the 'Every Child Matters' outcomes (DfES, 2004). EPs work with;

- Children and young people with Special Educational Needs and/or Disabilities
- Parents and carers
- Multi-agency professionals
- Organisations
- Looked After Children

- Youth Offending teams

- Behavioural, Emotional and Social Difficulties

The findings suggest that EPs make a distinctive contribution due to their ability to apply psychology and communicate this with others, as well as contributing to research and training. EPs were also viewed as being in a good position to work in a multi-agency context, as well as being well placed to bridge the gap between school and families within the community (Farrell et al, 2006).

The Scottish Executive Education Department (SEED) Review of Provision of Educational Psychology Services in Scotland The Currie Report in Scotland (Scottish Executive, 2002), suggested five key functions of an Educational Psychology Service. These included:

1. Consultation
2. Assessment
3. Intervention
4. Training
5. Research

Many Educational Psychology Services offer consultation as a model of service delivery which aim to bring about change for the individual child, through working at an organisational or whole class level in schools (Wagner, 2000).

EPs are therefore engaged in consulting with parents/carers, school staff, the child or young person as well as working with other professionals. EPs often work directly or indirectly with a child or young person to gather information to inform their assessment. Training is often

delivered to various services and educational providers. EPs are well placed to be involved within various types of research, which can help to inform policy and enhance reflective practice within the profession (BPS, 2015).

2.3 Training to become an Educational Psychologist

In order to train to become an EP there are various professional competencies which EPs in training are expected to develop throughout the three year professional doctorate. These professional competencies, defined by the British Psychological Society (BPS) and the Health and Care Professionals Council (HCPC) and consisting of Required Learning Outcomes (RLO's) and Standards of Proficiency (SoPs), are necessary for completion of doctoral study and for registration with the HCPC post qualification. For example, the Division of Educational Child Psychology handbook for Educational Psychology doctoral programmes states that: "on successful completion of an accredited programme of study in educational psychology, trainee educational psychologists will have knowledge and understanding of a range of psychological theory, evidence, method, research and practice and the ability to apply psychological methods, insights and interventions in work with a diversity of clients, problems and contexts" (BPS, 2014).

The successful development of effective consultation skills form part of these competencies. It is therefore important for universities to consider how best to support trainee EPs to develop consultation skills in order to meet these competencies as part of their professional development.

2.4 Consultation

EPs are required to develop effective consultation skills as these are considered fundamental to professional practice. Trainee EPs are developing their consultation skills throughout the

training programme. These could be further supported through an intensive investigation into their interactions within consultation. Therefore, this section will outline some of the key aspects of EP consultation.

EPs work collaboratively with people in complex situations across different settings and therefore require sound interpersonal and communication skills. In order to practise effectively, EPs today are required to use consultation, problem-solving and negotiation skills, as well as having the ability to communicate psychological knowledge and insights to service users (BPS, 2014). Individual case work is a large part of EPs work however, EPs would like to continue to engage in more collaborative systemic work with organisations alongside engaging in preventative work leading to early intervention and these initiatives require sophisticated consultation skills (Leadbetter, 2000).

2.4.1 What is EP consultation?

Instead of Educational Psychology Services (EPSs') using a traditional method of individual assessment and report writing, consultation allows parents and staff to be involved in more creative ways of supporting children in schools (Wagner, 2000). EPs work in complex systems and often use consultation within EPSs as an 'integrated systemic approach to EP service delivery' (Watkins, 2000 pp 48).

Consultation has been defined as "a voluntary, collaborative, non-supervisory approach, established to aid the functioning of a system and its inter-related systems. Within this broad definition, there is a possibility for different practices and models." (Wagner, 2000 p.11).

These psychological models enable the EP to work consultatively with others to move towards an interactionist view of the presenting situation, rather than focusing directly on the individual child.

Consultation can lead to empowering staff through allowing them to have time and space to discuss 'problems' which could bring about more sustained change (Truscott et al, 2012). Often EPs may feel the need to lead, acting as the 'expert' feeling under pressure to donate ideas to 'solve the problem', therefore there is a need for acquiring particular skills to encourage working collaboratively.

Interactions in consultation can become quite complex and consultations can be, and perhaps should be, very different with different people. For example, an EP consultation with a Newly Qualified Teacher might need to be more directive than with perhaps an experienced head teacher. The importance of being flexible and adaptable as an EP is crucial to consultation, as is judging which model or type of consultation to use, depending upon the presenting problems and those you are working with.

Wagner (2000, p.15) suggests EPs should avoid three common pitfalls in consultation. These are as follows:

1. Consultation is not 'having a chat with teachers'

2. Do not ignore older models of consultation and their effects

3. 'Everything we do is consultation' and therefore it is important that EPs communicate this with service users. When consultation is being implemented, it should be explained what the outcomes of using this approach may be.

The term 'consultation' within the profession has led to some confusion in the way in which the term is conceptualised within EPSs'. Consultation can be used to define a model of service delivery, as a defined task (e.g. to meet with staff) and as a specific activity to gather information (Leadbetter, 2006). Therefore this suggests that consultation can have different

functions and EPs are able to use consultation flexibly, as required. The skills necessary within consultation can be adapted to suit various situations, which Leadbetter (2006) explained are important to consider, particularly as EPs are increasingly working within multi-agency contexts.

2.4.2 Consultation skills and interpersonal skills

Learning to communicate and interact within a professional context is central to the role of being an EP. This involves EPs being attuned to their clients and through building and maintaining positive relationships with them (Sancho, Upton and Begley, 2015).

EPs often consult with teachers and one example of this has been reported by Farouk (1999). He investigated how EPs consult with teachers in relation to children experiencing emotional and behavioural difficulties (EBDs). Questionnaires and interviews were used with EPs in two different services (as a pilot study). 62 EPs in England and Wales were interviewed and 120 questionnaires were returned. Questionnaires explored consultations that took place between EPs, staff and children about EBDs. EPs were asked what type of problem-solving frameworks, if any, were used. EPs commonly said they thought the teachers often owned the problem and were committed to changing the situation, which led to an effective take up of strategies. Other important factors leading to successful intervention included; EPs following up consultation work through using joint problem solving approaches, building upon teachers' own strategies, school culture, level of support from the Senior Management Team, Special Educational Needs Co-ordinator and an efficient Special Educational Needs system were even more frequently remarked upon. Several EPs also commented on the importance of involving parents in the consultation process in order to improve collaborative working.

The findings from Farouk (1999) indicate that EPs perceive themselves as working collaboratively alongside teachers using their personal qualities to enhance consultation. There was an emphasis on collaboration and empowering teachers, through building upon teachers' strategies, with relationships in schools being key to bringing about positive change. It can be difficult to measure the effectiveness of consultation. It remains unclear how best to measure this more objectively and explore the mechanisms that bring about change in complex interactions remains challenging (Sheridan et al, 2000). It is therefore a core aspect of this study to investigate and micro-analyse moments of interaction in order to increase trainee EPs awareness of their interpersonal and consultation skills.

2.4.3 Trainee EPs developing consultation skills

All trainee EPs aim to develop their consultation skills whilst training to become EPs and the doctoral training course at the Institute of Education (IOE) in London introduces trainee EPs to consultation (Watkins and Hill, 2000). Trainee EPs are encouraged to focus on developing their consultation skills in order to think systemically, whilst applying psychology.

They focused upon the three Cs: context, cycles, and connections (Watkins and Hill, 2000 p.49):

- *Context;* this refers to trainees understanding the context in which teachers, children, parents live and work as being crucial to exploring the reasons for their behaviour. It is therefore important for trainee EPs to also consider their own context within the Local Authority.

- *Cycle;* this refers to cycles of relationships between people involved with a child. For example, through considering the relationships patterns in the school. It is therefore

important to consider the relationships between individuals with whom trainees are consulting.

- *Connection;* this refers to exploring the connections between various systems for example; Bronfenbrenner and Ceci (1994) extended Bronfenbrenner's ecological systems theory in order to consider the bidirectional influences between the individual and their environment, in relation to exploring the individual, family, school and community. Thus it is important to consider the interactions between trainee EPs and their environment when developing their consultation skills.

Trainee EPs are encouraged to take an interactionist perspective when working with children and young people throughout the training course. Watkins and Hill's (2010) research is relevant to university tutors training EPs to investigate consultant problem understanding and there has been little comparable research in the UK. It is also important to note that this article was written from the perspectives of the course tutors and it would be interesting to explore the perspectives from trainee EPs themselves, particularly in relation to how they are able to implement the '3 Cs'. Universities and training providers should encourage trainee EPs to reflect upon the implementation of such models within their practice. This could be achieved for example, through the use of video to aid reflection and development.

It is important to identify key factors for trainee EPs when undertaking work as effective practitioners in consultation. Kennedy, Frederickson and Monsen (2008) suggested that there are often three key individuals engaged in complex interactions who are usually the client, consultant and consultee. For example, the client could be the child, the consultant, the EP, the consultee, the SENCO. Trainee EPs need to feel confident in regards to their interaction

skills and their ability to apply psychology in consultation, in order to bring about positive change for their clients.

In Kennedy, Frederickson and Monsen's (2008) study, EPs were asked what they thought they did in consultation and then they were audio-recorded in live consultations. There was a consistent fit between their espoused theories and theory in practice. The espoused theories were centred around being solution-focused, working systemically and using problem-solving approaches. The theories in practice showed a consistent fit, particularly with regards to using problem-solving approaches. Within this study, audio recording has supported and enhanced reflection by providing a tool effectively to assess whether EP's are doing what they say they do. In this case helping EPs to confirm their espoused theory. The study used real-life consultations, rather than relying on actors which I think is a strength of the study. However, questions were raised in relation to the impact that consultation has directly on the child or young person and this warrants further investigation. Overall this study highlights the value of reflecting upon professional interactions through the use of audio recording interactions 'in the moment'. This study could have been developed further by using video, in order to allow for closer examinations of EPs non-verbal behaviours.

In order for trainee EPs to develop consultation skills, universities are required to establish an appropriate curriculum, effective teaching methods, to undertake evaluation and to provide feedback (Sancho, Upton and Begley, 2015). It is important for training courses to ensure that there are opportunities for trainees to develop consultation skills. There may be more innovative ways of supporting the development of doing this, for example through the use of video to aid reflection.

2.5 Supervision

In addition to developing consultation skills, another skill trainee EPs can develop, is that of offering supervision and participating in peer supervision, if not as a trainee, when they are fully qualified. Whilst undertaking work within a particular specialised area, such as Video Interaction Guidance (VIG), it is important to consider the use of specialist supervision. In relation to my study, I do not intend to implement classic peer supervision, however, peer supervision links well to the good practice of working collaboratively with peers to reflect and encourage learning opportunities. It is therefore worth briefly reflecting on some of the literature around supervision and peer supervision.

2.5.1 What is supervision?

Supervision is designed to improve the quality of service that clients receive as well as support the learning and development of the supervisee (Hawkins and Shohet, 2012). The need for supervision is greater due to the challenges placed upon professionals who have increased demands and workload.

Supervision in an EP context has been described as follows:

> "Supervision is central to the delivery of high quality psychological services. Good supervision supports professionally competent practice and ensures that legal and ethical responsibilities to clients are met. The experience of good supervision is invaluable, yet is not always experienced. Of great concern is that in times of change, when support is most necessary, supervision may be regarded as a luxury and minimised due to economic and time demands (putting workers and clients at risk)" (Dunsmuir and Leadbetter, 2010 p.2).

The BPS issued 'Professional Supervision: Guidelines for Practice for Educational

Psychologists' written by Dunsmuir and Leadbetter (2010) for trainee EPs, qualified EPs and

EPs supervising other professional groups. Supervision may be generic, profession-specific

specialist or a combination of any of these. See Figure 2.1 A diagram taken from Dunsmuir

and Leadbetter (2010, p.8) to represent the three different types of supervision.

Figure 2.1 A diagram taken from Dunsmuir and Leadbetter (2010, p.8) to represent the three different types of supervision

The 'core competence' skills can be expected in general supervisory relationships. This

includes the supervisor's ability to listen, be respectful and ensure confidentiality. The

'profession specific competence' relates to the supervision EPs receive which is more specific

to the profession. The 'specialist/therapeutic competence' relates to the supervision provided

in a particular area of work, for example in Video Interaction Guidance (VIG), where the

supervisor is required to have specific competence, experience and knowledge, but also

should have experience and an understanding of the EP role.

Supervision has been described as a reciprocal learning process (Findlay 2006; Carrington, 2004; Davys and Beddoe, 2010 p.2). If supervision is viewed in this way, there are greater benefits for supervisors and supervisees. As trainee EPs are encouraged to take risks and try out new skills, supervision provides a safe learning environment for them to be able to do so and this can increase a learning culture within an EPS. In this way, supervision encourages a reflective space for professionals to be creative at any stage of training, regardless of whether they are a supervisor or supervisee. EPs become further aware that they have such skills when examining and discussing their skills in supervision (Findlay, 2006). Within supervision, trainee EPs are encouraged to reflect and discuss their application of psychological theory, combining the university taught content with professional practice on placement in order to aid professional development.

2.5.2 Peer Supervision

Within this current study, peer supervision is considered valuable to trainee EPs when reflecting upon practice.

Peer supervision is often considered less expert and more collaborative than 'managerial' supervision, as it assumes that our colleagues don't necessarily know more but they can talk things through and explore ways forward. Peer supervision can increase the availability of supervision as well as avoiding only receiving 'managerial supervision'. There is also less of a power imbalance, which may increase the likelihood of colleagues discussing deeper issues in order to seek emotional containment as well as not relying on their peer to necessarily have 'the answers', thus encouraging helpful evaluation and reflection (Hawkins and Smith, 2006). Peer supervision has been viewed as involving mutual relationships whereby peers work together for mutual benefit, whilst engaging in the learning process (Benshoff, 1992). "Peer

supervision can be either individually reciprocal or can take place in a group of workers with similar needs, approach and level of expertise" (Hawkins and Shohet, 2012 p 192).

Overall, supervision appears to serve a variety of functions. Trainee EPs may see the value in peer supervision, particularly when discussing and evaluating skill development. The relationship between the supervisor and supervisee within the literature is considered essential.

2.5.3 Using video in supervisor training

Video has been used in a variety of ways in the past. Examples of this include, when supervisors are training or when professionals wish to film their supervision sessions (Hawkins and Shohet, 2012). It can allow professionals the opportunity to explore their non-verbal behaviour closely, as well as giving them space to reflect.

An example of this can be found within Benshoff and Paisley's (1996) study examining the use of a structured model to support a group of counsellors. The participants' feedback suggested that they valued the time to reflect upon their own behaviour and performance with their peers. Consequently, Benshoff and Paisley increased the use of videoing counselling sessions, as this was seen as helpful in implementing a structured model of counselling. The overall findings suggested that through the use of video recording counselling sessions, as well as increasing the number of role play sessions, the counsellors were better able to apply a model of counselling. This therefore illustrates the benefits of using video with peers in order to reflect upon practice and make positive changes within particular roles.

In addition to this, the benefits of using video during the training of supervisors or in supervision have been described by Hawkins and Shohet (2012) as:

- Increasing the sensitivity to non-verbal behaviour

- Becoming more aware of the parallel process

- Noticing individuals' own reactivity in the moment

(Hawkins and Shohet, 2012 p.167)

Therefore, there is some evidence to show the impact of using video to aid professional reflection and development, whilst working in a peer supervisory context, which is related to the current study.

2.6 Learning and Development

2.6.1 Experiential learning

It is important to understand how trainee EPs develop consultation and supervision skills. One of the best known models of adult learning is Kolb's (1984) four stage experiential model. He offers his theory which is depicted in a cyclical and holistic approach (see Figure 2.2). At the beginning of the model is the 'concrete experience' stage. This is where the individual is not just watching something, they are actively doing something or having an experience in order to learn from it. The next stage is the 'reflective observation' stage whereby an individual reviews and reflects upon their experience once they have completed the activity under review. The third stage is the 'abstract conceptualisation' stage whereby the individual is interpreting the events so that they are able to learn from their experiences. The final stage is the 'active experimentation' stage whereby the individual considers what they are planning to implement in a context relevant to them and tries out what they have learnt.
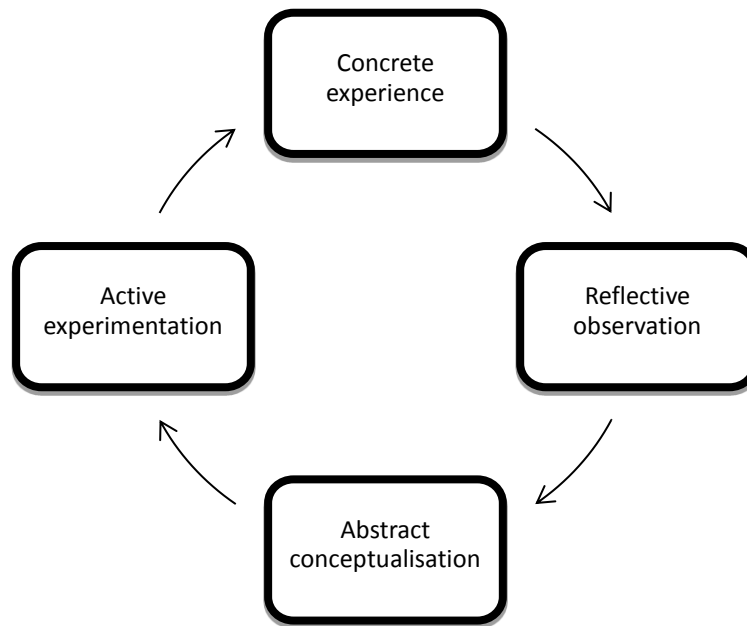
Figure 2.2 Kolb's (1984) Experiential Learning Cycle

Reflection is a crucial part of the learning process. Kolb suggested that it was not enough to have an experience, but there was a need to reflect upon this experience and think about how to incorporate any learning into practice. The model however suggests that these four stages lead neatly from one to the other and this does not necessarily represent every individuals' learning process. It has also been argued that this model is too simplistic, not taking into consideration other ways of learning other than experiential (Forrest, 2004). Moon (2004) also suggested that there are issues with this model moving from the experience to the learning. However, there have been further developments of this model (Cowan, 1998) which have incorporated more of Schon's (1991) earlier work, drawing on reflection in action to consolidate learning.

Experiential learning has been described as being more effective than passive learning (Moon, 2004) and there is likely to be an element of reflection involved in experiential learning, whether this is implicitly or explicitly demonstrated. It has been suggested that reflection has

a role to play in experiential learning and that this needs to have positive support (Cheetham and Chivers, 2005). It has been suggested by Moon (2004) that in order for learners to learn more effectively, reflective learning should be combined more explicitly with experiential learning in order to encourage learners to deepen their reflection (Moon, 2004). During this reflection process another important aspect would be to examine how learning could be transferred from one context to another.

This suggests that there is a place for experiential learning, particularly as trainee EPs are encouraged to be reflective practitioners within the profession, thus valuing the importance of reflecting upon experience.

2.6.2 Mediated learning

Another way in which professionals learn skills is through the Mediated Learning Experience (MLE). This suggests that everyone is able to learn and acquire new skills throughout their lives (Silver, n.d). There are a number of factors which need to be considered in a learning context. Feuerstein (1991) suggested that intellectual, social and environmental factors were of significance. Therefore, considering the learning environment and the feelings of the learner are also important.

Feuerstein (1991) advocated that a learner is exposed to two different learning conditions. One condition is that of direct learning. This is where the learner is exposed to the learning material and if they can yield meaning from this, learning is likely to take place. However, if the learner is finding it difficult to understand the learning material, this is when MLE the second learning condition becomes important.

The MLE is seen as distinctive from direct learning and this has been defined as:

> "a quality of interaction between child [learner] and environment which depends on
> the activity of an initiated and intentioned adult who interposes him/herself between
> the child [learner] and the world. In the process of such mediation the adult selects and
> frames stimuli for the child [learner], creates artificial schedules and sequences of
> stimuli, removes certain stimuli and makes the other stimuli more conspicuous...
> Mediated learning experiences are a very important condition for the development of
> the very unique human conditions of modifiability, or the capacity to benefit from
> exposure to stimuli in a more generalized way than is usually the case"
> (Feuerstein, 1991, pp.26).

Feuerstein's theory highlights the significance of the acquisition of some basic cognitive skills such as problem solving and various other cognitive strategies which are context-neutral. Learners can be supported to acquire new knowledge and skills (Kozulin, 2001). Feuerstein's work is based on Vygotskian theory as the role of MLE is to create cognitive prerequisites which are essential for learning to take place (Kozulin, 2003). This is relevant because trainee EPs are applying skills taught within the doctoral curriculum in practice, whilst on placement in a Local Authority.

2.7 Professional Reflection

There are many definitions of reflection available within the literature. However, they appear to incorporate reflection as creating time and space to give careful consideration to decisions that were made within practice. Schon (1991) defined two types of reflection, reflection *in* action and reflection *on* action. Reflection *in* action refers to reflecting in the moment and 'thinking on your feet' in order to act right away. Reflection *on* action refers to thinking

retrospectively and what you might do differently next time. Professionals may choose to reflect in different ways. Some choose to reflect independently and may keep a diary; others may wish to undertake a form of supervision for example, peer, clinical or group supervision. Reflection is a way to learn about practice. It enables professionals to focus upon existing knowledge and skills and to support them to move forward through making various alterations as felt necessary. There is a powerful dialogue within the literature around the importance of reflection upon the learning experience. Professional reflection is seen as an important aspect to this study and the use of video will be examined in order to allow trainee EPs to reflect upon their practice in relation to their consultation and peer supervision skills.

2.8 Video Enhanced Reflective Practice (VERP) and Video Interaction Guidance (VIG)

One example of linking professional reflection with practice considers the use of an innovative intervention called Video Enhanced Reflective Practice. "We do not learn from experience... we learn from reflecting on experience" (Dewey, 1933 pp.78).

2.8.1 What is VERP?

VERP has been defined as;

> "a method to support individuals or groups to develop their interaction skills in their work, through guided reflection on their chosen video clips of day-to-day practice. This is a strengths-based approach where participants are helped to identify and build on their present skills and to set themselves their next goal or challenge" (Landor, 2015 pp.60).

The focus of VERP is for the professional to reflect upon their own practice and take ownership over their professional development. This process enables professionals to develop 'attuned interactions' in a specific way (Kennedy and Landor, 2015).

2.8.2 Where did VERP originate?

VERP is based upon the theoretical underpinnings of Video Interaction Guidance (VIG) which was brought to the UK by Hilary Kennedy from the Netherlands (Coventry and Prior-Jones, 2010). VIG supervisors began to appreciate the value of VIG and were keen to develop a method to support the development of professional's interpersonal skills (Strathie, Strathie and Kennedy 2011). The term 'principles for attuned interactions' was devised by Biemans in the 1980's (Biemans, 1990) after he was influenced by Trevarthen's work over 30 years ago who was particularly interested in the 'parent-child' relationship and used video to explore their communication (Trevarthen, 2014).

A core component of VIG is based upon the 'principles for attuned interaction' (see Appendix 1). Attuned communication can take place when one person receives the other's initiative at an emotional and cognitive level (Begley, 2013). This is the foundation for the development of the 'principles for attuned interaction'. This enables clients to move from a 'no' cycle to a 'yes' cycle through accentuating the positives of attuned communication, see Figure 2.3.

DOES PARENT RECEIVE CHILD'S INITIATIVE?

Parent receives child's initiative

Child receives parent's turn

YES   NO

Parent misses child's initiative
Child misses Parent's turn

ATTUNED CYCLE

DISCORDANT CYCLE
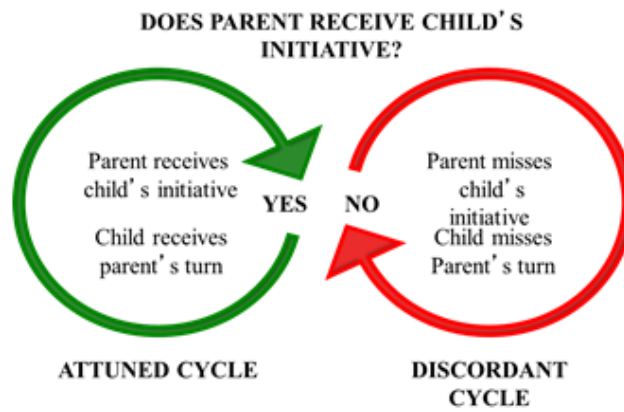
Figure 2.3 The 'yes' and 'no' cycle (Kennedy, Landor and Todd, 2011)

In the early 1980's Biemans worked with Trevarthen to discuss 'primary and secondary intersubjectivity' which they felt were necessary in order to experience 'attuned interactions'. Primary intersubjectivity has been described as "the process of communication that takes place between two people, in which emotions are actively expressed and perceived in a two-way dialogue" (Kennedy, 2011 p.23). Secondary intersubjectivity has been described as being "characterised by an increasingly sophisticated communication, involving a joint focus on something external" (Kennedy, 2011 p.23; see Figure 2.4).

A. Primary intersubjectivity

B. Primary intersubjectivity

A. Secondary intersubjectivity

B. Secondary intersubjectivity
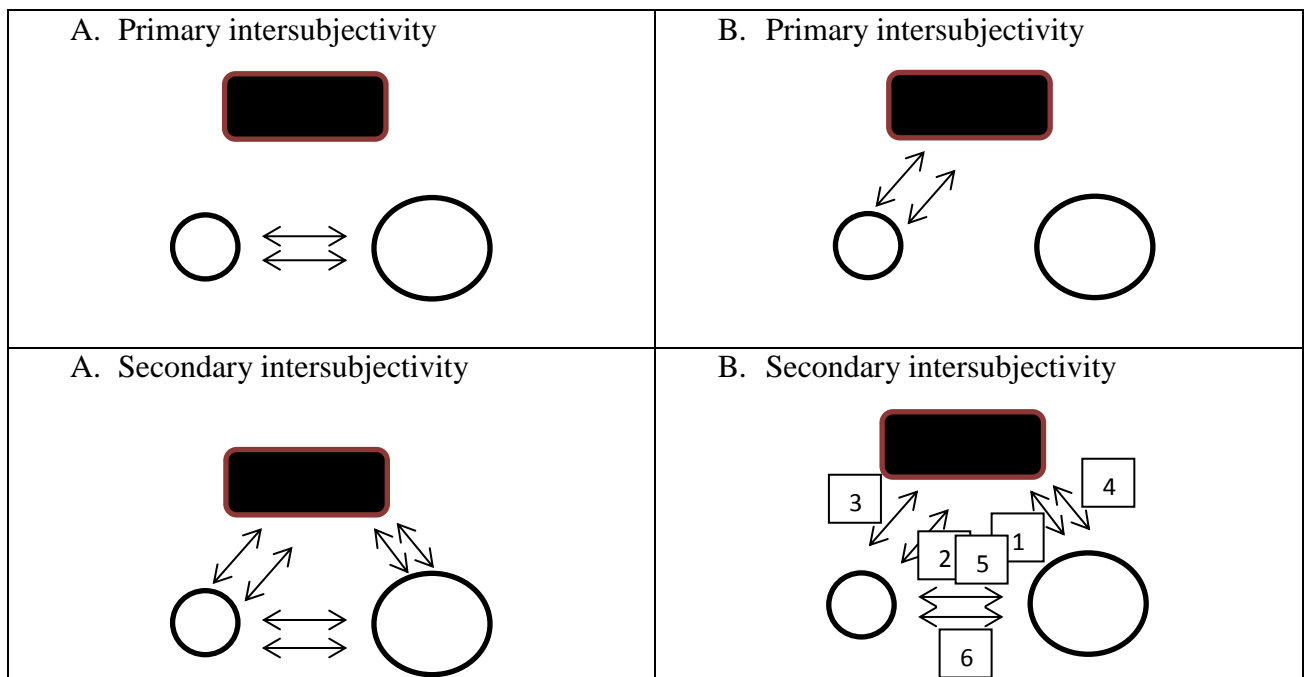
Figure 2.4 Primary and secondary intersubjectivity (models adapted from Trevarthen and Hubley, 1978)

Primary intersubjectivity image (a) depicts a baby and a caregiver interacting with one another, neither having any interest in the object, for example a toy. Primary intersubjectivity (b) depicts a baby showing interest in the object as the caregiver watches.

Secondary intersubjectivity image (a) depicts a baby showing interest in the object and shares this with the caregiver. Here, the caregiver shows interest in the object too (therefore 'receiving initiatives') and the baby shows that they are pleased with this level of interest. Secondary intersubjectivity (b) depicts full person-person-object fluency e.g. the baby shows interest in the object, the caregiver also shows interest and may demonstrate interaction with the object, the baby accepts this and both are pleased with one another. The shift from primary to secondary intersubjectivity often occurs through the baby and caregivers playing games together (Trevarthen and Hubley, 1978).

Both primary and secondary intersubjectivity lead to greater levels of 'attunement', which is one of the primary aims of VIG (Kennedy, 2011). VIG enables adults to undertake learning experiences through the use of video self-modelling, where they are able to recognise the positive aspects of their interactions to bring about change (Kennedy, 2011), rather than being told how they should communicate.

2.8.3 The VIG Process

VIG has been defined as "a strengths-based intervention where clients (e.g. parents, school staff, residential staff young peoples, nurses) are skilfully supported to reflect on video clips of their own successful interactions, in order to bring about change" (Landor, 2014 pp.9).

VIG aims to support clients to enhance their interactions, usually when there has been a breakdown in a relationship (Kennedy, Landor and Todd, 2011). VIG supports clients to

recognise their strengths in the way that they interact through focussing on the principles for attuned interactions (see Appendix 1).

Video is used to enable clients to see their better than usual moments of interaction, both verbal and non-verbal, which are shared by a trained VIG practitioner. The shared review process allows the VIG guider and client to discuss the positive aspects of their interactions. Through video self-modelling, the client is able to observe these interactions which empower the client to bring about positive change (Landor, 2014). The VIG process is generally carried out in the same way but there may be some slight variations, see the diagram illustrated in Figure 2.5. This cycle is then usually repeated at least 3-4 times but sometimes more. 3-4 cycles is said to be enough to bring about suitable change (Landor, 2014).

During the shared review, trainee VIG guiders video themselves so they too can identify where they have used the principles for attuned interaction and guidance, thus also enabling learning at multiple levels to take place (Landor, 2014).

Stage 1: Client consents to participate in VIG

Stage 2: Client and VIG guider work together to devise a 'helping question'

Stage 3: A brief 10 minute video is taken of the client in a naturalistic setting

Stage 4: Guider micro analyses and edits the video selecting three clips

Stage 5: The VIG guider discusses the clips with the client in a 'shared review' and supports the client to reflect

Figure 2.5 The VIG process cycle

2.8.4 Examples of applications of VIG

VIG was initially used in order to try to enhance the relationships between caregivers and their children. Over recent years, VIG has been extended to support families, working with staff to support children with additional needs in school and to also support professionals Continuous Professional Development (CPD) in relation to developing new skills and acquiring new knowledge and applying this in practice (including teachers and EPs). "The role of VIG in education is to assist teachers and learners to appreciate signs of enthusiasm for doing and knowing, and to acknowledge them in one another. This way it confirms the natural zest for learning" (Trevathen, 2014 pp.12).

2.8.5 How is VERP different to VIG?

VERP focuses more on Continued Professional Development (CPD) but based upon the same
principles of VIG. The aim of VERP is to support professionals to focus on aspects of their
interactions within a professional context. "Effective communication is at the heart of all our
relationships both at home and in the workplace, and it is the success of these relationships
that causes us delight or despair in our daily lives" (Strathie, Strathie and Kennedy, 2011).
Some of the key similarities and differences are listed below; see Table 2.1 Some key
similarities and differences between VIG and VERP (taken from Begley, 2013; Strathie,
Strathie and Kennedy, 2011 and Landor, 2015).

Similarities	*Differences*
VIG and VERP have the same theoretical underpinnings, values and beliefs	VIG is therapeutic in nature whereas VERP is intended to support changing behaviour in a professional context
The VIG and VERP processes both enable the 'client' to focus on their strengths in their interactions with others	VERP focuses on supporting professionals to develop skills whereas VIG focuses mainly on supporting families
VIG and VERP both enable the 'client' to set their own goals	VERP has more of a focus on the 'working points' and bringing about positive change
Both VIG and VERP are supported by a 'guider'	Any potential power imbalance could potentially be lessened e.g a trainee supporting another trainee
Both VIG and VERP encourage the 'client' to reflect	The VIG microanalyses and selects video clips whereas in VERP the 'client' selects

	their own clips

Table 2.1 Some key similarities and differences between VIG and VERP

2.8.6 Values and beliefs

There are a number of values and beliefs which the Association for Video Interaction Guidance (AVIG), an organisation which regulates the practice in the quality of VIG in the UK believe underpin VERP (see Table 2.2) when supporting VERP trainees to appreciate their existing skills and what they would like to develop further (Kennedy and Landor, 2015). The values have been selected from 52 VIG supervisors in order of importance in January 2014. The beliefs have been adapted from the SPIN, Netherlands 1990 and these were debated with AVIG UK supervisors, Autumn 2013.

Values	**Beliefs**
1. Respect	Everybody is doing the best they can at the time
2. Trust	All people, even in adverse situations, have the capacity to change
3. Hope	People have an innate desire to connect with others
4. Co-operation	People must be actively involved in their own change process
5. Connections	Affirmation and appreciation of strengths is the key to supporting change
6. Appreciation	Recognition and empathetic regard for
7. Empathy	what people are managing builds trust

Table 2.2 AVIG UK values and beliefs.

2.8.7 Nested Intersubjectivity

Throughout the VERP process, the VERP trainee, VERP guider and the VIG supervisor are involved in the learning process at one level or another (this is represented by the bi-directional arrows in figure Figure 2.6). The values and beliefs which underpin VIG/VERP, as well as the 'principles for attuned interactions' are surrounding the nested intersubjectivity. The relationship between the VERP guider and VERP trainee is key.
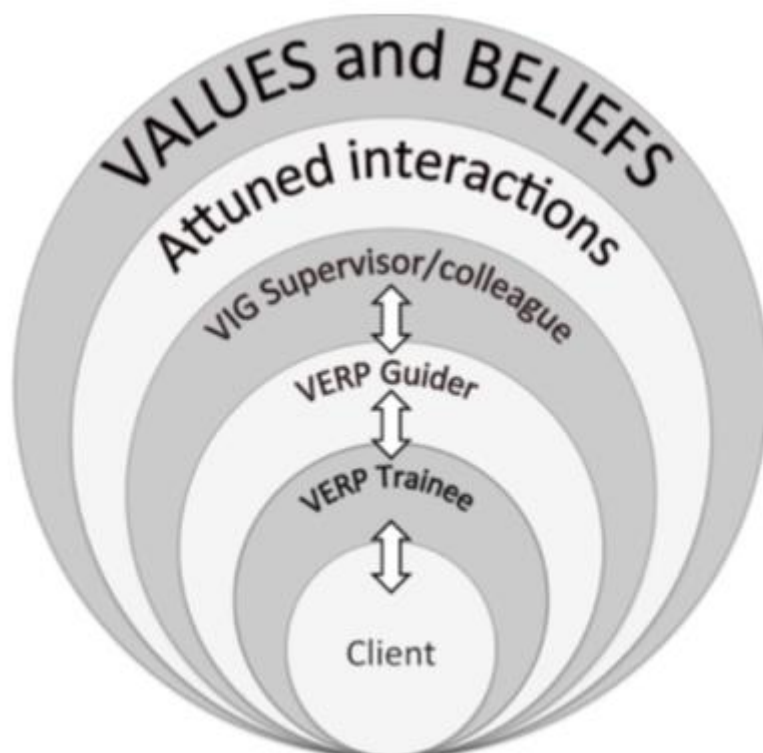
Figure 2.6 Nested Intersubjectivity Kennedy, Landor and Todd (2015) as cited in Kennedy and Landor (2015) pp. 27)

2.8.8 Psychological theories and approaches underpinning VERP

In addition to the theory underpinning VIG previously discussed, EP researchers examining the use of VERP have suggested that the following psychological theories and approaches

which underpin why and how VERP may be seen as an effective method (Findlay, 2006; Philp, 2004):

- Personal Construct Psychology suggests that individuals are engaged in trying to make sense of 'the world' in which they live (Kelly, 1991). Ravenette (1998) refers to 'constructive alternativism' which suggests there are always different ways of viewing events.

- Appreciative Inquiry focuses on what strengths an individual has, a strengths-based operational approach to change, learning and development (Gordon, 2008). Appreciative Inquiry helps to create the solutions together and work out what needs to happen next.

- Solution oriented thinking encourages individuals to focus on strengths and 'what's working' and if something isn't working to focus on how to make small changes (Wagner and Gillies, 2001).

- Symbolic interactionism suggests that individuals are responsible for their behaviour through social interaction within society (Hewitt, 1979).

- Systems thinking highlights the complexities between the interactions within the systems EPs often work within (Dowling and Osborne, 1994).

VERP is a collaborative strengths-based intervention supporting professionals to recognise what they are 'good at' rather than what they are 'not so good at'. There is a growing evidence base which suggests that VERP is helpful in promoting learning and development to take place. VERP provides a theoretical model for attunement within various types of relationships (Upton, 2013). It also provides video self-modelling and video reflective feedback in order for the trainee to identify their strengths and plan their 'working points'.

Despite mainly focusing on the positives, the process still allows the learner to develop

analytical and critical awareness through reflecting upon clips. There is an awareness that

everyone has 'working points' but it is a 'no blame culture' through the use of VERP (Strathie,

Strathie and Kennedy 2011). This compliments the doctoral curriculum as trainee EPs are

continuously reflecting upon their practice and finding ways to further develop their skills.

2.8.9 The VERP Process

The general VERP process involves five key steps which are often repeated for at least three

cycles, Figure 2.7. Firstly the VERP trainee will consent to participate and then they will

think about what skills they would like to develop using the principles for attuned

interactions. They will then set their own learning goals (similar to a 'helping question' in

VIG). After this, the trainee will video themselves in a professional context. The trainee will

then micro analyse and edit the video, selecting three key clips where they feel they are

showing positive interactions, in line with VIG. The VERP trainee will then meet the VERP

guider (who will be experienced in VIG) and they will share and discuss the clips together in

a 'shared review', providing a space for reflection. Within the shared review the VERP guider

will be focussing on the 'seven steps model' (see Appendix 2) which are central to supporting

the trainee to stimulate further reflection whilst often returning to the video clips (Kennedy

and Landor, 2015). This will then be repeated for at least three more cycles.
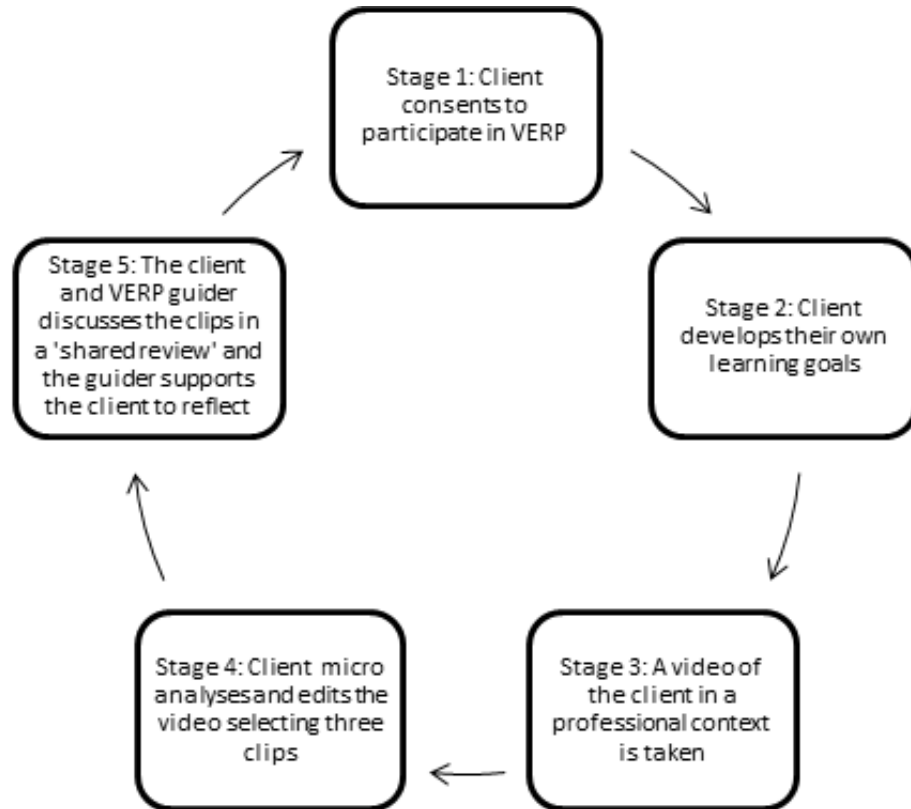
Figure 2.7 The VERP process

2.8.10 Applications of VERP

VERP can be used in various ways as a method to reflect upon practice. Like VIG, VERP has been used in a variety of contexts for example in a variety of educational settings such as schools and children's centres, across various children's services, social services as well as in adult services (Kennedy and Landor et al, 2015).

VERP's general aim is to bring about positive change in the way the professional interacts with their clients. VERP focuses on the clients' strengths whilst recognising that we all have 'working points'. Videos are taken in a real-life context, which can empower the client to

recognise strengths in their practice and increase their confidence (Strathie, Strathie and Kennedy 2011,).

VERP attracts a wide range of professionals who are interested in developing skills, as well as those who are willing to improve their interactions and relationships with their clients. VERP has been used to support staff in a Young People's Unit (Strathie, Strathie and Kennedy 2011) to focus on their interactions with the young people rather than 'issues' with the young people themselves. This led to an increase in staff self-awareness and thus an improvement in confidence. VERP is described as an 'innovative' approach which can be used in various organisations to develop a culture of learning (Strathie, Strathie and Kennedy 2011).

VERP has also been used in various schools to support teachers. Brown and Kennedy (2011) found that teachers talked less and children talked more after teachers had taken part in the VERP process. This suggests that VERP allowed teachers to reflect upon their practice. This study however did not seek to explore feedback from participants in order to examine their perceptions of any changes which may have taken place, due to being involved in the VERP process.

Teaching assistants (TAs) have used VERP to support their training (Hewitt, Satariano and Todd, 2015). Two projects were undertaken. Once project focused on using VERP to support four TAs in a mainstream classroom and another project focused on the use of VERP to support two TAs working with children with Autism Spectrum Disorder (ASD). The TAs in both projects were provided with training in VERP and participated in interview post-intervention. The findings from both projects suggested that VERP had a positive impact upon their relationship with the children and they recognised their competence within their practice. VERP encouraged the TAs to engage in their own learning and professional

development. This study highlights the possibility of using VERP to support the development of TAs as long as they are well supported by their colleagues and the VERP guider. However, it is important to consider that this study used a small sample size and the findings were measured by self-report measures and therefore generalisations should be made with caution.

VERP has also been used to support systemic change in an infant school by EPs (Hayes, Browne and Todd, 2015). The school were provided with a half day training course in VERP and they were asked to design individual goals or 'helping questions' in relation to a group of children that staff were experiencing difficulties with. Staff videoed their interactions with a child or group of children and followed the shared review process within a group working with a skilled VERP guider. Participants seemed to reflect upon their individual processes, as well as helping one another to reflect upon their interactions on the video clips. Change was also reported at the group and organisational level, as the senior management team (SMT) were engaged in the process and were able to model reflective practice. Overall, this study highlighted the possibility of being able to bring about change at a variety of levels, rather than just the individual level. However, the staff within a school would need to be willing to reflect collaboratively through the use of VERP within a group context, which may make staff feel uncomfortable. This study also highlights the need for the SMT to be involved in such interventions to support professional development, particularly if the aim is to bring about systemic change.

Overall, VERP offers a flexible tool and it has been used in a variety of ways to inform professional development. VERP enables professionals to become more attuned to their 'clients' and also enable them to feel empowered through observing their own practice.

2.8.11 Specific therapeutic supervision

VIG/VERP work requires a different type of supervision. As the BPS Supervision document suggests, supervising this work includes the supervisor having an element of specialist knowledge and experience of VIG (Dunsmuir and Leadbetter, 2010).

At the beginning of VIG or VERP supervision, the main aims are to support the client but also for the supervisee to develop their own skills. Often in 'shared reviews' the VIG trainee supervisor will film the sessions for the development of their own skills as VIG practitioners, thus enabling a reciprocal learning opportunity. When VIG practitioners are accredited, it is seen as good practice to support their professional development in a similar way to VERP (Silhanova and Sancho, 2011).

This supervisory approach enables the client and the VIG practitioner to develop therapeutic relationships whilst developing an understanding of the 'principles for attuned interactions', through analysing videos at a micro-level and focusing on positive moments of interaction (Silhanova, and Sancho, 2011). Here, the supervisor is aiding the reflection process in a collaborative way through working together to co-construct meaning from the video clips.

2.8.12 Using VERP to support the professional development of EPs

It is not only school staff who can benefit from using video to support the development of skills. VERP has been used within an Educational Psychology Service in order to raise EPs' awareness of their supervision skills (Findlay, 2006). He was interested in highlighting the similarities between supervision and consultation skills when working in schools. A similar process to VERP was used whereby three EPs filmed themselves in supervision and reflected upon aspects of the video with the researcher. Findlay (2006) was also able to use video feedback and individualise this for each participant. The participating EPs valued the use of

video to highlight their existing skills in supervision therefore appreciating their strengths. This highlights the importance of having a skilled guider to help trainees to feel more comfortable and to provide appropriate scaffolding to inform learning. They also found that participants valued the use of observing less desirable aspects of their practice, despite the fact that this is not the main aim of the intervention. This could support VERP's use of 'working points' and the way in which they are recorder could be of benefit to those participating in VERP work. This suggests that despite EPs focusing on what they are doing well, they also can focus on improving skills as a professional.

Findlay (2006) used a thought-provoking metaphor, 'the mirror (using video to reflect on skills), the magnifying glass (to open up discussion and emphasise the positives), the compass (providing focus and direction) and the map (for planning the journey forward)'. This metaphor encompasses various aspects of the VERP process with an emphasis upon reflection and learning, whilst planning how to develop further as a practitioner. As a trainee EP I think that this metaphor is applicable in various aspects of our training as we are learning to combine the taught curriculum content with developing our professional competencies on placement.

EPs often work with children with complex individual needs. Currie (2008) invited EPs working with children who have severe and complex needs to video their interactions. They were asked to share video clips of them interacting with the children in various CPD workshops to reflect upon their practice. EPs were asked to pick their own clips of themselves showing a positive interaction (based upon the principles for attuned interactions). As the practitioner selected their own clips, it was hoped that this would enable the EP to feel more empowered, whilst sharing good practice with a group of EP colleagues. EPs felt that working

in a group to reflect upon practice allowed for a less time consuming approach to the traditional 1:1 VIG approach, also highlighting the flexibility of VERP. The study did not examine the impact of these workshops upon EPs everyday practice, this may be an interesting area to explore further.

Overall, VERP has been used in a variety of contexts which indicates the flexibility of the approach. Whilst these studies focus on the experiences of a small number of participants and broad generalisations would not be suitable, there do appear to be some similar themes within these studies. These seem to emphasise the value of video self-modelling, the ability to recognise strengths, whilst acknowledging working points, and the value of having time to reflect upon one's self in a natural context.

2.8.13 Experiences of trainee EPs who have used VERP

When trainee EPs are beginning the EP training course, they are embarking upon a journey to develop a new professional identity. As VERP's pedagogical approach appears to fit well with the professional development of trainee EPs, some universities in the UK have adopted this approach as part of the curriculum. Begley (2013) and Sancho, Upton and Begley (2015) identified a lack of research around participants' experiences of the learning process using VERP, as many studies focused on the process and participants' general experiences. Due to the lack of research in this area, Begley (2013) and Sancho, Upton and Begley (2015) explored trainee EP's experiences of using VERP as part of the university course. Their research is described below.

Participants received two days of VIG training and then they were able to use VERP. They followed the VERP process, whereby the university tutor was in the role of the VERP guider and the trainee could reflect on their practice. Video elicitation interviews were used in order

to work with seven trainees who had filmed a consultation in role play or on placement and reflected upon this with their tutor. Findings suggested that there were both positive and negative anticipatory thoughts experienced by the trainee EPs sharing their video with a university tutor. Building a safe and trusting relationship is key to be able to get the most from the VERP process. However, trainees were able to learn more about their own practice than perhaps was anticipated. VERP allows trainees to work with a 'guider' to co-construct meaning about their practice. The most surprising finding was that that the participants felt that they valued the scaffolding and mediation the most. For example, the participants commented that the VERP guider noticed things that the trainee had not, therefore emphasising the way in which VERP enables the guider and trainee to co-construct meaning from the clips about the trainee's practice, thus encouraging a deeper level of learning.

Trainee EPs' are encouraged to deepen their understanding of how to support their 'clients' which can be a challenge as EPs are often working with complex problems. VERP aims to support the trainee EPs level of attunement to allow them to interact more effectively in reframing the presenting problems and looking for ways to move the client forward. EPs work at various levels to offer support using their existing knowledge and skills and psychological theory in practice, see Figure 2.8 which highlights how VERP can support trainee EPs development adapted from Sancho, Upton and Begley (2015).
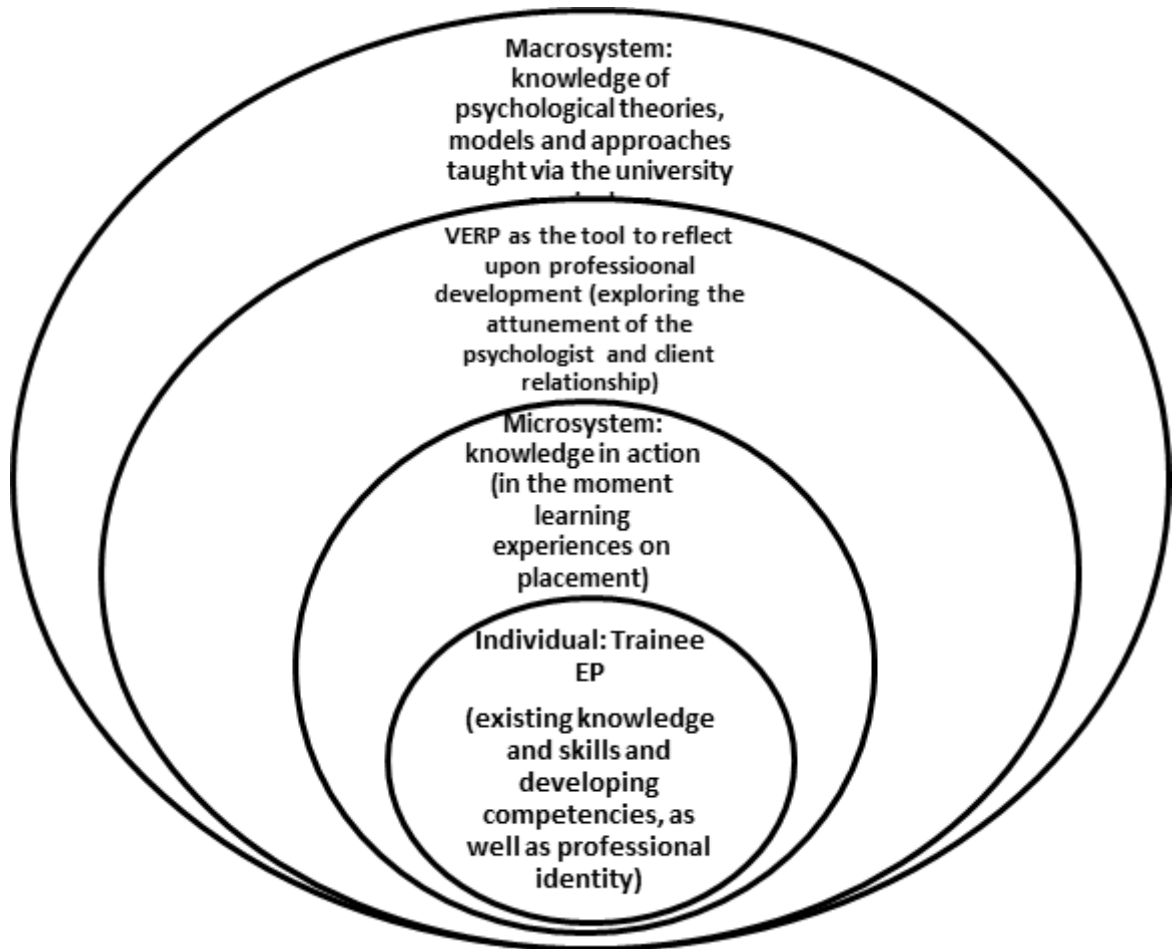
Figure 2.8 How VERP can support trainee EPs to develop their competencies (adapted from Sancho, Upton and Begley, 2015)

VERP draws on a variety of theoretical models which may be why it is considered by many as an effective model for aiding professional development. The study carried out by Begley (2013) has highlighted that VERP has been one helpful method in supporting the development of trainee EPs in her study. One reason for this may be due to the process being grounded in the trainees' direct experience of them demonstrating a skill on video. Through the repeated cycles of VERP, trainee EPs are able to engage in moving forward to create changes and engage in meaningful learning experiences (Sancho, Upton and Begley, 2015). The role of guider is to coach the trainee and highlight perhaps additional strengths and

support trainee EPs to increase their confidence as they move through the professional training doctoral training programme.

2.9 Summary

Overall, video has been used in professional training for many years. However, VERP is distinctive as it offers a method for professionals to focus on their interactions with others, based upon the theory of intersubjectivity and through developing 'attunement'. VERP empowers professionals to support their sense of agency. Practitioners have the time and space to reflect upon their practice and they also have the opportunity to explore their strengths within their practice. VERP offers practitioners a helpful framework in enabling individuals to reflect upon what they are doing well, whilst working with another professional to co-construct meaning emerging from their practice, thus empowering the practitioner.

There are many pressures upon various professionals today, such as many sectors facing job cuts and many finding themselves with increased workloads. It is therefore important for professionals working in such challenging environments to increase their sense of agency, confidence and competence. One way of doing this is through reflecting on one's capabilities which VERP supports. Rather than relying upon memory during reflection, VERP allows learners to see their strengths in practice and observe themselves on the video. This process of reflexivity is likely to increase a sense of satisfaction rather than focusing on what didn't go so well, which may not be so motivating for a learner.

In addition, as trainee EPs, there may be a greater sense of intrinsic motivation due to embarking upon the training programme. This may also help to increase their motivation to engage and build upon existing strengths. VERP is a potential tool to support the development of trainee EP skills such as consultation and supervision. However, the VERP process

requires sensitivity and careful management in order to reduce threats in professional

competency as a learner and to maximise the potential benefits of new learning opportunities

(Sancho, Upton and Begley, 2015).

VERP offers a reciprocal learning experience for those involved by working at various levels.

For example, the VERP trainee will learn about their practice in a professional context whilst

the VERP guider (a peer) who will also be exploring their skills as a guider with a VIG

supervisor. This provides a collaborative approach to professional development. There is a

growing evidence base to support the effectiveness of VIG and VERP but there is a need to

continue to build upon this evidence.

2.10 Research questions

There is little research (as outlined within this chapter) which has explored the use of VERP

whilst supporting the development of trainee EPs' skills. Whilst examining the literature, it

was evident that VERP has been found to be effective in supporting a wide range of

professionals, including trainee EP's. Through examining the work of Findlay (2006) it was

evident that there were benefits to EPs when an action research design was implemented to

look at the commonalities between consultation and supervision skills.

This current study aims to extend the work of Begley (2013) in order to further explore

trainee EPs experiences of participating in a programme of VERP, whilst also exploring the

VIG supervisor's experience of supervising VERP, an area which is yet to be researched.

The research aims to explore the following research questions:

1: What are trainee EPs views of participating in VERP?

Sub research questions:

- How do trainee EPs experience being filmed?

- What are the trainee EPs experiences of a shared review?

2: How does VERP support the learning and development of trainee EPs' practice?

3: What are the VIG supervisor's experiences of VERP?

CHAPTER 3 METHODOLOGY

3.1 Introduction

This chapter begins by outlining the research aims for this study, the context in which the study took place and discussion of the original contribution to the existing evidence base. The epistemological position underpinning the study is also outlined, which justifies the methodology for this study. The research design is discussed, as well as the details of the data collection methods used. The strengths and limitations for each of the data collection methods are examined. Details of the participants, ethical considerations and the procedure will be outlined in detail, as well as the steps undertaken in order to collect the data for this study. The procedures undertaken to analyse the data are also discussed, alongside the steps used to justify the quality of the data. The limitations of the method are explored in addition to my own reflections provide, as a participant in this study.

3.2 Research Aims

This study aims to offer an exploration of trainee EPs and the VIG supervisor's experiences of using VERP to support their professional development. The research is particularly focused on participants' views regarding a shared review and their experiences of being filmed. There is also an emphasis on how VERP supports the development and learning of trainee EPs. Finally, the research aims to examine the VIG supervisors' experiences of supervising VERP.

3.2 Methodological Position

This study was undertaken from a critical realist perspective (Bhaskar, 1993). A critical realist ontological perspective suggests that there is 'a world' which exists independently despite our own interpretations (May, 2011) which is also dependent upon our own values and belief

systems (Benton and Craib, 2011). Critical realists also believe that this knowledge can be interpreted differently by individuals within various contexts (Robson, 2011). Critical realism sits between classical positivism and social constructionism. Positivism suggests that a world can be empirically observed and measured whereas social constructionism focuses solely on human knowledge and experiences (Baert, 2005; Mingers, Mutch and Willcocks, 2013).

Therefore, critical realism emphasises the importance of social science researchers not only examining interactions and conversations between people within the social world, but also through exploring underlying mechanisms and revealing the social structures which make these interactions possible in the first place (May, 2011). These structures and mechanisms "are not spontaneously apparent in the observable patterns of events; they can only be identified through the practical and theoretical work of the social sciences" (Bhaskar, 1989; p.2) but have the ability to have causal effects focused upon the notion of reflexivity (May, 2011).

The 'critical' aspect of critical realism is the identification and illumination of the structures and causal forces known as generative mechanisms (Bryman, 2012). Mechanisms, experiences and events can be organised in three overlapping domains of ontology (Elder-Vass, 2004) thus reality within critical realism includes the real, the actual and the empirical as suggested by Bhaskar (1993) see below in Figure 3.1.
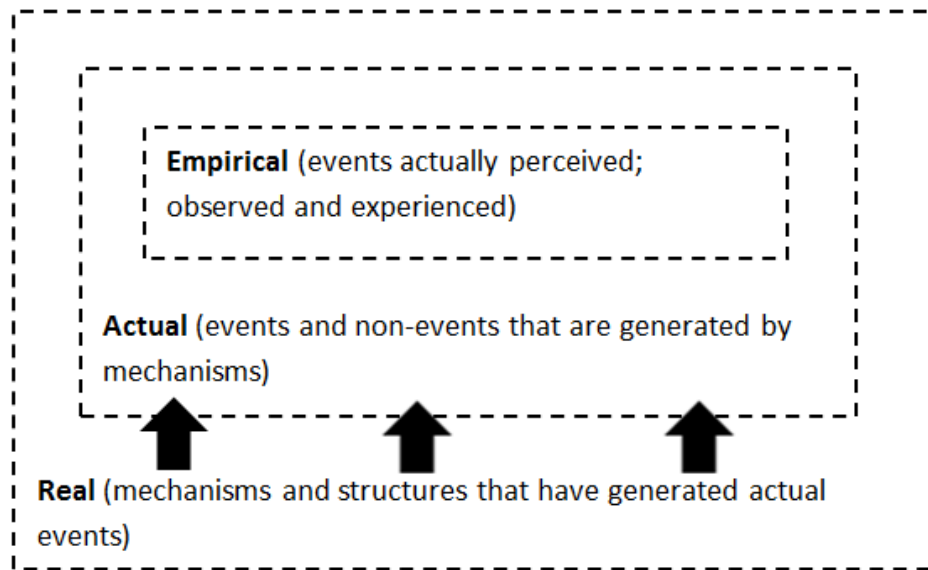
Figure 3.1 Bhaskar's (1993) three domains: including relations

The task of researchers working within this paradigm is to reveal the structures within social situations. Critical realists acknowledge that we can 'know' the world is out there, independent of the ways in which individuals construe this and they aim to go beyond the observable and experienced events, in order to explore the underlying mechanisms, to further understand the social world (May, 2011).

3.3 Design

In order to address the research questions, an Action Research (AR) design was implemented. AR is often undertaken by practitioners as it aims to inform and improve practice, through collaborative problem solving. Mc Niff and Whitehead (2011, pp 15) suggest AR is often used as a form of enquiry when 'you want to evaluate whether what you are doing is influencing your own or other people's learning, or whether you need to do something different'.

Self-reflection is a key aim of AR (Mc Niff, 2002): an aspect which is congruent with the theoretical underpinnings of VERP. Whilst practitioners reflect upon their existing practice, through the process of performing practice, they observe, reflect and adapt their practice accordingly (Mc Niff and Whitehead, 2011). This is depicted in Figure 3.2). As AR is designed to be a developmental tool, the cyclical nature of VERP fits neatly within an AR design, as the three cycles of VERP enable participants to go through each of the AR stages one after the other.
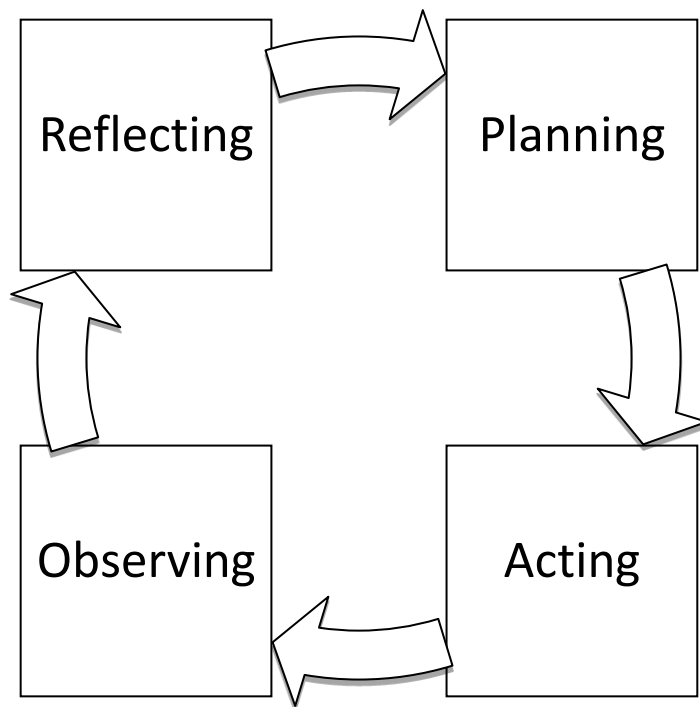
Figure 3.2 Action Research Cycle (Mc Niff and Whitehead, 2011)

An AR design was deemed most appropriate for this study because it:

- involves researching your own practice

- is emergent

- is participatory

- constructs theory from practice

- is situation-based

- can be useful in real problem-solving

- deals with individuals or groups with a common purpose of improving practice

- is about improvement

- involves analysis, reflection and evaluation

- facilitates change through enquiry.

<div align="right">Koshy (2005 pp, 10)</div>

AR has been described as 'an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice' (Bassey, 1998, pp 93). Thomas (2013) summarised four key components at the centre of an AR design. These are outlined in Table 3.1 making links to how an AR design fits with this study.

Thomas' (2013) four key components at the centre of AR	Links with this study using VERP
AR is research done by practitioners who want to be involved	Trainee EPs give their consent to participate in the process
AR is primarily about developing practice and empowering practitioners	Some of the key aims of VERP
AR involves a commitment to change and to action based on reflection	Trainee EPs make targets as they are interested in developing specific aspects of their consultation skills

AR involves moving forward, always building upon reflections (re-planning)	VERP is a strengths-based intervention where participants are helped to "identify and build upon their present skills and to set themselves their next goal or challenge" (Landor, 2015 pp.60) as well as developing 'working points'. AR allows practitioners to explore and reflect on their practice as 'action' is part of the research process.

Table 3.1 Thomas's (2013) four central components to an AR design and links to this study

Mc Niff, Lomax and Whitehead (2003) suggests that AR is more of a 'form of a dialogue' rather than a technique. Practitioners are making their own decisions and deriving appropriate next steps based on their opinions, whilst working with others who are equally interested in the learning process (Thomas, 2013; Mc Niff, 2002).

AR was deemed an appropriate design, as a synergy could be developed between practitioners working collaboratively through solving real-life problems. The purpose of this study is to examine and explore new information regarding the use of VERP to support the development of trainee EPs' consultation and peer supervision skills. Therefore, AR challenges the conventional notion of the detached researcher as I become an active participant in the study. Practitioners are not 'told' what to do to bring about change within an action research design, as they will be involved in professional enquiry, they can explore and examine how to bring about change (Mc Niff and Whitehead, 2011). As I am an active participant in this study, this is different to traditional social science research, rather than doing research 'to' (often the case in social science research) the action research design will allow me to work collaboratively 'with' participants (Mc Niff and Whitehead, 2011).

The advantages of an AR design include, increasing the sense of participant ownership of

process and outcomes and increasing the likelihood that findings will be used for a practical purpose. As participants are actively involved, they are likely to develop confidence, skills and knowledge.

Koshy (2005) outlined the following advantages of AR;

- Research can be set within a specific context or situation

- Researchers can be participants – they don't have to be distant or detached from the situation

- AR involves continuous evaluation and modifications can be made as the project progresses

- There are opportunities for theory to emerge from the research rather than always following a previously formulated theory

- The study can lead to open ended outcomes

- Through AR, the researcher can bring the story to life

Koshy (2005, pp21)

However, Koshy (2005) also acknowledged some of the limitations of an AR design and suggested that AR can be seen as a 'soft' design. Some researchers may find that AR lacks credibility, to the extent that they may choose to ignore findings from studies (Hayes, 2000). Critics may also suggest that AR is overly influenced by the researcher in terms of the way in which the project is developed but also when analysing and reporting findings (Dearden, 2005). Therefore, I aim to address this by reflecting upon my involvement throughout the

study, whilst acknowledging that this could potentially lead to various types of researcher bias.

3.4 Participants

I recognise that participants were not selected on a random basis and that they were selected using an opportunistic sample (Bryman, 2012). They were selected in a strategic way as part of the selection criteria as I was interested in working with any Year 2 or 3 trainee EPs within the EPS, in order to address the research questions. Therefore I selected participants for a specific purpose. Due to the context in which the study was undertaken, I only asked trainees within the EPS, due to the pragmatic reasons of having a limited amount of time to complete this study and fitting in the data collection with other placement commitments, hence the small sample size. I therefore worked with three trainee EPs plus myself as the researcher and a participant and my VIG supervisor, a fully qualified EP. There was one other trainee in Year 3 in the service at the time but unfortunately she was going to be moving to a different service part way through the research, so a decision was made not to ask this trainee to participate. Participants were aged between 25 and 42 years old. A brief description of each of the participants is included within this study are presented in Table 3.2.

Participant	Role	Description
Rachel	Year 2 trainee EP	Female Northgate Team Brixworth University No prior VIG experience
Charlotte	Year 2 trainee EP	Female Northgate Team Brixworth University No prior VIG experience
Georgia	Year 3 trainee EP	Female Southgate team Skeffington University

		No prior VIG experience
Sarah	Year 2 trainee EP (Researcher)	Female Southgate team Skeffington University Completed the initial 2 day VIG training and working towards completing stage one of the accredited VIG training
Sandra	VIG supervisor Experienced EP	Female Westgate team An accredited VIG guider and working towards becoming an accredited VIG supervisor

Table 3.2 Brief descriptions of each participant in this study

3.5 Procedure

I delivered an initial VERP training seminar to trainee EPs and the VIG supervisor who were potentially interested in participating in the study, see Appendix 3 for the presentation slides. This enabled me to provide further information about this study and participants were then able to make a decision whether or not to proceed. All participants agreed to participate.

Trainee EPs were asked to film a consultation meeting (involving parents/carers and school staff). They were then asked to edit clips from the meetings focussing on aspects of their consultation skills that went well. Trainees then attended a shared review with me (the VERP guider) to discuss their clips. I filmed the shared review and then edited these video clips and discussed them with the Video Interaction Guidance (VIG) supervisor. This cycle is repeated again for two additional cycles, which is illustrated in Figure 3.3.

Figure 3.3 A visual representation of the procedure

CYCLE 1

1. Each trainee watches back their video clips and edits successful moments

2. Each trainee will bring their video clips along to a shared review with the VERP guider

3. The VERP guider will record the shared review, watch this back and edit

4. The VERP guider and VIG supervisor meet in a shared review to discuss the VERP guiders' video clips

5. Each trainee videos themselves in a consultation

CYCLE 2

1. Each trainee watches back their video clips and edits successful moments

2. Each trainee will bring their video clips along to a shared review with the VERP guider

3. The VERP guider will record the shared review, watch this back and edit

4. The VERP guider and VIG supervisor meet in a shared review to discuss the VERP guiders' video clips

5. Each trainee videos themselves in a consultation

CYCLE 3

1. Each trainee watches back their video clips and edits successful moments

2. Each trainee will bring their video clips along to a shared review with the VERP guider

3. The VERP guider will record the shared review, watch this back

4. The VERP guider and VIG supervisor meet in a shared review to discuss the VERP guiders' video clips

5. Each trainee videos themselves in a consultation

3.6 Methods of Data Collection

In order to address the research questions I applied qualitative methods of data collection to the research as there was an attempt to capture the sense that lies within the research. I was interested in addressing the research questions in a natural setting, aiming to gain an in-depth insight into participants' experiences of using VERP. Participants are seen as being involved in an interactive process (Silverman, 2001). Details of how I addressed the quality of the research, considering the reliability and validity are discussed later on in this chapter.

The study adopted two methods of data collection. These included the use of semi-structured interviews and of field diaries, where participants recorded reflections during each of the VERP cycles. The aim was that the diaries would complement the interview data.

3.6.1 Semi-structured Interviews

Semi-structured interviews allowed me to explore the participants' insights, through trying to understand their lived experiences (Gray, 2014). Semi-structured interviews were chosen instead of any other interview methods, so that I was able to develop an interview schedule, which addressed my research questions, whilst also allowing me to probe for more detailed responses to questions (Robson, 2011). Below I acknowledge some of the potential strengths and limitations of using this method, see Table 3.3.

Strengths	Limitations
Flexibility to address research questions	Time consuming e.g. administering the interview, transcribing and analysing the data
Provides insights into participants' views	Subjective as based upon the interviewer, choice of questions and how the questions are asked. However, I used a set of standard questions and carried out all of the interviews
Potential to gain in depth answers (however, this is dependent upon the skills of the researcher)	The reliability of the data is questionable due to participants all being colleagues, there is therefore the potential for a responder bias
Potential for rich and illuminating data	Personal nature of interviews may make findings difficult to generalise

Table 3.3 Strengths and limitations of using semi-structured interviews (Bryman, 2012; Robson, 2011; Gray, 2014 and Cohen, Manion and Morrison, 2000)

Semi-structured interviews were used in the study as this allowed me to answer the research questions, whilst also allowing me to expand and follow up on any interesting comments. Interviews were carried out with the three trainee EPs and the VIG supervisor individually. The interviews were carried out in a private room to ensure confidentiality and to limit distractions. I edited an interview schedule which Begley (2013) devised. This is a key paper which I have discussed within the literature review, where I have extended this research further to explore trainee EP's experiences of using VERP. I edited this interview schedule slightly to fit with my research questions for trainees EPs, see Appendix 4. The interview schedule included 16 questions under fairly specific headings, including open ended questions with prompts. A separate interview schedule was devised when interviewing the VIG supervisor, see Appendix 5 in order to address research question 3. The interviews varied in length from approximately 20-50 minutes each which I led and which were audio recorded using a Dictaphone. I acknowledge that audio recorded interviews do not capture non-verbal features of communication, such as body language and facial expressions (Robson, 2011).

3.6.2 *Field Diaries*

Field diaries were used in the study, as an analytical tool to help to further address the research questions (Gray, 2014). The VERP diary contained a structure using specific questions which were edited from the AVIG UK resources (see Appendix 6) as it was hoped that 'reflective writing supports professional development' (Koshy, 2005, pp 97).

I also completed a field diary myself, in order to reflect on my practice as a VERP guider, working with trainees in a 'peer supervision' context. I will discuss my involvement further throughout Chapters 4 and 5. I discussed with all participants the importance of being analytical and reflective in their entries and I tried to adhere to this myself. Trainee EPs are encouraged throughout the doctoral training, to reflect upon their experiences and record these, therefore this task should not have been too unfamiliar.

As Thomas (2013) suggests, a diary can be used as a data collection method, when collecting data over time. Therefore this method was deemed appropriate for the study and due to the cyclical nature of the VERP intervention, information from each cycle could be recorded. Below in Table 3.4, I acknowledge some of the potential strengths and limitations of using this method.

Strengths	Limitations
Participants can record reflections 'in the moment', during the shared review session. This structure of the diary also follows the general structure of the shared review.	There is a great deal of responsibility placed upon the participant to respond and complete the diary.
A useful ongoing record of reflections which gives continuity and this provides 'evidence' to support the agreed targets which were developed at the beginning of the VERP study.	There is a risk of misinterpretation, as the recording and researchers analysis of the data is subjective.
The diary acts as a useful 'aide memoire' of short notes which can be used for reflection later on.	The participants are recording information about their own Continuing Professional Development (CPD) within the VERP diary and could potentially hold sensitive data.
Using a set of specific questions in the diary simplifies the participant's task of completing this.	As the diary has a specific set of questions, there is the risk that some data will be missed and the data could be prone to bias dependent upon the wording of the questions.

Table 3.4 Strengths and limitations of field diaries in the context of this study (Robson, 2011; Gray, 2014 and Bryman, 2011)

Given that the main purpose of using an AR design was to bring about change, the field

diaries were useful to personalise the project and were used as data in order to supplement

information gained through interviews.

Within the diaries, the use of Target Monitoring Evaluation (TME) was also incorporated,

which enables trainees to develop their own targets and monitor their success (Landor, 2015).

TME was used as one of the research questions focused on measuring change post

intervention and this model provides interval-level measurement, in order to try to address

this question (Dunsmuir et al, 2009; see Appendix 6). Trainee EPs were asked to devise two

individual targets in relation to the development of their consultation skills as well as using

the VIG principles for attuned interaction. Trainees were then asked to rate their 'baseline'

and 'hoped for' levels on a scale of 0-10; 0 being not present and 10 always present). After

completing the third VERP cycle, trainees were then asked to rate themselves again

measuring their 'actual' level. I used TME as this model provides a robust system to monitor the effectiveness of an intervention, with specific and measurable outcome descriptors, which reflects an individual's perceptions of their progress (Dunsmuir et al, 2009). As applied psychologists, we work as 'evidence-based practitioners' and in the context of EP work, there is an emphasis on demonstrating outcomes, with EPs being accountable to bring about change. The co-constructed relationship between the VERP guider and the trainee is key to successful outcomes (Dunsmuir et al, 2009). Without effective communication, a great deal of change is unlikely to be made.

TME provides opportunities to evaluate the appropriateness and challenge of individual targets. However, targets can change over time and there can be some difficulties in developing Specific Measureable Achievable Realistic Targets (SMART) targets. It can also be difficult for individuals to decide what their baseline score is or what they feel is a reasonable expectation of what should be achieved, therefore it should be acknowledged that this is also a subjective measure.

3.7 Data Collection

Participants were asked to ensure they would be happy to commit to the following schedule, which included three cycles of VERP.

The data for this study was collected in the following way:

Date	Participant	Purpose
June 2015	P1-P3	Participants film consultations
16/06/2015	P1	Shared Review 1
16/06/2015	P2	Shared Review 1
22/06/2015	P3	Shared Review 1
24/06/2015	P4	Supervision with VIG supervisor
Mid-end June 2015	P1-P3	Participants film consultations
02/07/2015	P1	Shared Review 2
06/07//2015	P2	Shared Review 2
08/07/2015	P3	Shared Review 2
14/07/2015	P4	Supervision with VIG supervisor
July 2015	P1-P3	Participants film consultations
16/07/2015	P2	Shared Review 3
16/07/2015	P3	Shared Review 3
20/07/2015	P4	Supervision with VIG supervisor Interview
28/07/2015	P2/P3	Interviews
09/10/2015	P1	Shared Review 3

Table 3.5 A table to show the data collection process

It is important to note that the final shared review for Rachel was delayed due to some technical issues with recording a final consultation. Unfortunately, they didn't have any other consultations to film during the summer term and therefore waited until the autumn term. This is likely to impact upon the findings however, Rachel recorded ongoing reflections in preparation for the interview.

3.8 Ethical considerations

In order to make ethical decisions for this study I ensured that I adhered to the British Psychological Society (BPS) Code of Ethics and Conduct (2009). In addition, ethical approval was acquired from the University of Birmingham's Ethical Review Board in May 2015, see Appendix 7. I also ensured that the Principal EP of the Local Authority EPS provided written consent for this work being undertaken in the EPS, see Appendix 8.

In order to recruit participants, an information sent to all trainee EPs in the EPS (via email) explaining the study and asking for volunteers, see Appendix 9. A separate information letter was sent to my VIG supervisor within the service, see Appendix 10. In this letter, it stated that participants were under no obligation to participate, they had the right to withdraw at any point and they would all be provided with a debrief statement, see Appendix 11 at the end of the study. Finally, an additional letter was sent to consultees (who the trainees would be filming) asking for their consent to film the consultation, see Appendix 12. Trainee EP's invited the consultees by sending the information letter themselves and sharing my contact details about the study. Within this letter it was explained that they were under no obligation to take part in the research and that the focus was on the trainee EPs' interactions with them. It was also explained that they had the right to withdraw at any point during the data collection period. Within these information letters the confidentiality and the right to withdraw procedures were explained.

I was aware that the participants all worked in the same Local Authority and therefore it was acknowledged that this could potentially cause some ethical issues. For example, in relation to anonymity, trainees feeling some element of pressure to participate in the study, as well as the fact that the participants were work colleagues. However, I aimed to ensure that we all maintained professional boundaries, whilst ensuring participants were aware of their right to

withdraw without any consequences. In such circumstances, their data would be removed and not analysed. If participants wanted to withdraw, their video clips would be deleted from the video camera and any written information would be shredded.

Furthermore, trainee EPs often engage in close peer supervision to contribute to usual professional development, therefore this is a process which to some extent, trainees are familiar with. Anonymity of data was only partially possible. Those who are aware of who are or were trainees in the Local Authority may be able to trace the findings back to participants. However, it would be difficult to trace the findings back to specific participants. Interview data was assigned a pseudonym so that the data can't be easily connected to the pupils' identities.

Due to the nature of the study, all videos of the consultations were deleted after supervision and any videos of the shared reviews stored securely in a locked filing cabinet in the Psychology Service. All participants have been informed that data will be stored in this way for 10 years after the research has been completed (in compliance with the University of Birmingham Code of Practice for research) and that all personal details will be removed.

I avoided unnecessary harm to participants and other people, having taken account of foreseeable risks and potential benefits to the research in line with the University of Birmingham, Code of Practice for research.

As mentioned in the literature review, the growing evidence base suggests that VERP has been a useful approach as individuals are able to micro-analyse video clips in order to focus on positive moments (Landor, 2015). Participants may recognise benefits to their own practice after this study which could also inform the EPS, through potentially offering EPs a model to inform their CPD.

A risk management protocol was in place. Participants may have felt self-conscious about their practice being video recorded. Therefore, all participants were informed that their videos would not be shared and that the focus would be on exploring the strengths of the consultation and their working points. A potential risk with this research was that the discussions may have involved personally sensitive topics which may impact on the trainees' psychological wellbeing and/or their perception of themselves as a practitioner. However, shared reviews and interviews were undertaken individually and not in a group setting, with participants focussing on what they wanted to discuss themselves. There were no concerns raised of this nature during this study.

After the analysis, the findings will be shared with participants in the form of a letter (see Appendix 13). I will also offer participants the opportunity to meet to discuss the findings in more detail. I will also feedback to the service in a County EP meeting with regards to the findings. The principal EP has also requested a hard copy of the thesis to keep within the Psychology Service.

3.9 Data analysis

The interview data was audio recorded using a Dictaphone and the data was transcribed (see Appendix 14) in order to allow me to analyse the data using Thematic Analysis (TA). TA is a common form of analysis in qualitative research which involves identifying, analysing and reporting patterns within a data set (e.g. themes) in order to interpret aspects of a research topic (Braun and Clarke, 2006; Boyatzis, 1998).

Themes are patterns across data sets that are important to the description of a phenomenon and are associated to a specific research question.

The purpose of using TA is to allow the researcher to gradually identify salient themes in order to represent the entire data set (Joffe, 2012). TA is flexible and easily accessible by the education public, as well as being a method of analysis well suited to critical realism (Braun and Clarke, 2013).

Within TA, data can be coded both inductively and deductively. If the data is coded inductively, the codes are based upon and driven by the data, sometimes referred to as a bottom-up approach and if the data is coded deductively, the codes are driven by theory or pre-set questions.

In order to address my research questions and to add rigour to the data analysis, I used deductive and inductive approaches (see Appendix 16) to minimise possible distortions which occur when using merely inductive approaches (Boyatzis, 1998). I therefore decided to use the hybrid approach stages to TA as suggested by Fereday and Muir Cochrane (2006) as presented in Table 3.6.

Stage	Process
1	Develop a coding frame from theory and the research questions (deductive analysis)
2	Test the reliability of the codes
3	Summarise the data and identify the initial themes
4	Add additional codes (inductive analysis)
5	Connect the codes and identify themes
6	Corroborate and legitimise the coded themes

Table 3.6 Six stages for performing a hybrid thematic analysis (Fereday and Muir-Cochrane, 2006)

According to Boyatzis (1998) the hybrid approach to TA is necessary when there is only one unit of analysis being studied such as one person or one organisation. I was interested in exploring not only participants' experiences of VERP, but also interested in whether or not the theoretical underpinnings of VERP were consistent to what participants were experiencing.

Within the VERP literature, I examined research papers which focused on the use of inductive analysis, where participants discuss their experiences of using VERP. It was hoped that this research would examine how well the theoretical underpinnings of VERP were discussed within the transcripts (deductively), as well as exploring participants' general views about the VERP process (inductively).

After I was able to identify codes, I wanted to then sort these codes into themes. I used an Excel spreadsheet in order to organise the data analysis. I then switched to a manual sorting method in order to collate codes into themes. These themes were then sorted in relation to each of the research questions.

In order to analyse my data I also used the systematic six-stage process suggested by Braun and Clarke (2006), whilst incorporating the work of Boyatzis (1998) and Fereday-Muir Cochrane (2006) who emphasise that this is a repetitive and iterative process. I have outlined the actions undertaken based on a method used by Brooks (2015) in order to address each of the stages in Table 3.7.

An overview of Braun and Clarke's (2006) stages of TA, incorporating the work of Boyatzis (1998) and Fereday and Muir-Chochrane, (2006)	Action undertaken for this research
1. Familiarisation with the data.	- Immersing oneself in the data and carefully transcribing the data verbatim. - The data was then transferred to Microsoft Excel whereby I was able to listen to the audio recordings of the interviews again and check, read and re-read the transcripts, noting down initial thoughts and ideas (a sample of the transcribed data is presented in Appendix 14).
2. Generating the initial codes	I systematically coded interesting features across the data set

	first deductively following the steps outlined by Fereday and Muir-Cochrane (2006). I included 10 key theoretical underpinnings extracted from the literature in order to develop a deductive coding manual (stage 1; Fereday and Muir-Cochrane, 2006).
	• I used separate Excel tab in order to help me to code various statements whilst I was reading. I tested the reliability of the coding manual (stage 2; Fereday and Muir-Cochrane, 2006) by asking a colleague to sort a selection of statements to check the reliability of the codes (inter-rater reliability). We reached 75% agreement which was considered relatively transparent and reliable (Joffe, 2012).
	• I then created a new Excel tab and coded the data inductively. This enabled me to code the entire data set (see Appendix 16).
3. Searching for themes	• The codes were collated into possible themes and then reviewed to explore possible sub-themes (see Braun and Clarke, 2006 and stages 3 and 4; Fereday and Muir-Cochrane, 2006). These were arranged using printed codes onto paper where I could physically move them around.
	• I considered each code from the deductive coding frame and inductive frame separately.
	• They were then transferred into an Excel spreadsheet.
	• I then repeated arranging the themes and rearranged them accordingly. This allowed me to become more familiar with the data and offered many opportunities for me to check the data.
	• Themes and sub-themes were clustered and connected to each research question, as advised by Fereday and Muir-Cochrane (2006).
4. Checking and reviewing themes	• Themes were reviewed and refined, checking the extracts coded under each theme (stage 5; Fereday and Muir-Cochrane, 2006).
	• As this is an iterative process, I wanted to check the reliability of the themes which I had identified. I therefore asked two colleagues to check samples of the data in order to ensure there was a good fit of the codes to themes. I also had discussions with these two peers in order to discuss the context of the extracts taken from the transcripts. Discussions allowed some changes to be made so that there was 80% agreement, which was considered relatively transparent and reliable (Joffe, 2012).

	• I then discussed the identified themes and conclusions drawn from the data with my supervising university tutor. • The main aim was to ensure that the data was represented and conclusions were drawn in the most accurate way possible.
5. Defining and naming the themes	• After ongoing analysis, the themes are defined and named so that the importance of each theme is clear (stage 6; Fereday and Muir-Cochrane, 2006). • The themes are then linked with each of the research questions. These were then also visually presented (see Chapter Four Findings.
6. Producing the report	• Finally, conclusions were drawn through examining the codes related to each of the themes and sub-themes. • The final write up is outlined in Chapter Four.

Table 3.7 An overview of Braun and Clarke's (2006) stages of TA, incorporating the work of Boyatzis (1998) and Fereday and Muir-Chochrane, (2006)

3.10 Criteria for reliability and validity

The use of the terms 'reliability' and 'validity' are commonly used widely within quantitative research; there are varied opinions of the use of these terms within qualitative research, since these terms are derived from traditional positivist paradigms (Cohen, Manion and Morrison, 2000). Therefore, within qualitative research these terms can be replaced with transferability, credibility, dependability, confirmability and authenticity in order to reflect various ways of identifying truth (Golafshani, 2003).

This study seeks to explore participants' experiences of the learning process of using VERP as part of a qualitative study. In order to accept the trustworthiness of this data I will use a framework which examines the data shared. This will enable transparency in case any readers wish to replicate this study in the future. Table 3.8 below outlines the steps which were taken in order to address each of the concerns over the validity and reliability in terms of criteria commonly used for demonstrating the quality of qualitative research.

Criteria for judging quality in qualitative research (outlined by Shenton, 2004; Mertens, 2005 and Gray, 2014)	How this is demonstrated
Transferability: Generalisation and applicability of findings	- Use of thick description of *"time, place, context and culture"* (Mertens, 2005 p. 256). - A description of the LA and the participants have been outlined in Chapter three.
Credibility: the use of persistent checks to ensure that data is a true reflection of the participants' thoughts	- I often repeated back to participants and ensure their views are represented accurately during the interview. I also checked my interpretations of the participants views throughout the interview process. - I also utilised a peer reviewed approach to hybrid TA as Fereday and Muir-Cochrane (2006) suggested to further increase the rigour of this research. I discussed the findings and general conclusions with a peer and my university tutor in order to add to the validity of the data.
Dependability: the degree to which truth can be justified from the data collected and analysed	- Within the write up, I provided a detailed description of the research design and methods used for data gathering in Chapter 3. - In Chapter 4 I include an outline the findings and in chapter 5 I explain the degrees to which truth can be justified in greater detail - I also include reflections on the process of inquiry
Confirmability: Genuineness of data and validity of researcher's interpretations (including steps addressed to avoid	As a researcher and participant in this study, it was crucial that I worked reflexively, encouraging the

researcher biases)	validity of this research.
	• I also provided an explanation of how the qualitative data was gathered and interpreted
	• I ensured that my interpretations are explicitly stated and explained in chapter 4.
Authenticity: All views presented fairly	• All viewpoints shared and interpreted fairly by eliciting the views of all participants in a 1:1 semi-structured interview.
	• It is hoped that this research may stimulate university tutors, placement providers and trainees themselves to engage in the use of VERP to support and inform their professional development in the future.

Table 3.8 A table to outline the checks implemented to ensure the quality of qualitative research (outlined by Shenton, 2004; Mertens, 2005 and Gray, 2014)

CHAPTER 4 PRESENTATION OF THE FINDINGS

4.1 Introduction

This chapter outlines the findings of the research. As previously discussed, I used both deductive and inductive methods of data analysis. Thirteen key themes were identified from the data analysis and these are presented and discussed. I have also included sub-themes which have been described as "essentially themes-within-a theme" (Braun and Clarke, 2006 pp.23). Sub-themes have been useful in order to provide structure to larger themes. I will use excerpts from the semi-structured interview transcripts (raw data) to highlight the authenticity of each theme/sub-theme. Please note that within the excerpts presented, I have used punctuation to highlight sections that may have been omitted using […], whilst ensuring that the interpretation remains directly linked to the participant's words. The themes are discussed in relation to each of the research questions outlined in Chapter 3.

It is important to note that these findings do not include data on the actual changes made within consultation, but the emphasis is on trainee EPs perceptions of changes or improvements to their practice.

4.2 Data set

In order to address each of the three research questions (including the sub questions within RQ1), I combined the themes from each of the data sets, as presented in Table 4.1 A table to show how each of the research questions have been addressed Table 4.1 below.

Research question	Data set	Findings format
RQ1. What are trainee EPs views of participating in VERP? *Sub research questions:* - How do trainee EPs experience being filmed? - What are the trainee EPs experiences of a shared review?	Interview data Comments within the VERP booklets	Themes with supporting quotes from the transcripts and VERP booklets
RQ2: How does VERP support the learning and development of trainee EPs' practice?	Interview data Comments within the VERP booklets	Themes with supporting quotes from the transcripts and VERP booklets
RQ3: What are the VIG supervisor's experiences of VERP?	Interview data	Themes with supporting quotes from the transcript

Table 4.1 **A table to show how each of the research questions have been addressed**

After reading various key texts about the use of VERP (which included Kennedy, Landor and Todd, 2015; Kennedy, 2011; Begley, 2013. Philp, 2004 and Findlay, 2006), I recognised commonalities between what researchers were describing as important characteristics of VERP. As I read through each of the papers I began to devise a list. Many of these aspects were similar so I revised this list over time, which eventually formed 10 key aspects which I believed were central to underpinning VERP to form a 'coding manual' as recommended by Fereday and Muir-Cochrane (2006).

The following theoretical underpinnings of VERP, were considered;

1. Reflection

2. The VERP guider

3. Strengths-based approach

4. No 'blame culture' focus on working points

5. Empowering professionals

6. Principles for attuned interactions

7. Taking ownership of professional development

8. Observing impact of own professional development

9. Various levels of learning

10. Potential threats to competency

I wanted to test the reliability of this coding manual as Fereday and Muir-Cochrane (2006) had suggested. I used a measure of Inter Rater Reliability (IRR) and asked a research student to match examples from the transcripts to codes as well as then matching codes to themes. We reached 75% agreement which was considered relatively transparent and reliable (Joffe, 2012).

There is evidence to suggest that throughout this analysis and within the themes these aspects of VERP were discussed. These are particularly evident in relation to research question 2 and further in relation to research question 3.

4.3 Themes

A total of twelve themes were developed in relation to addressing each of the research questions. Table 4.2 highlights the themes/sub-themes developed, which relates to each of the research questions and I have briefly defined each of the themes.

Links to research questions	Theme	Sub-theme/s	Definition of theme/s
RQ1: What are trainee EPs views of participating in VERP?	Applications of VERP	Potential uses of VERP Reasons to use VERP When to use VERP	Trainees acknowledge various circumstances for potentially using VERP, why VERP would be a useful approach to consider, as well as when VERP could be used as EPs.

	Practical aspects of VERP		
	Factors to consider prior to undertaking VERP		
	Future Considerations		
RQ1 (sub-question): How do trainee EPs experience being filmed?	Film and technology	Strengths Challenges	Trainees discuss the strengths and challenges of filming and using technology.
RQ1 (sub-question): What are the trainee EPs experiences of a shared review?	Factors and considerations of a shared review		Trainees acknowledge the factors which have an impact on a shared review.
	The importance of the VERP guider	Important factors Potential challenges	Trainees discuss the important factors associated with the VERP guider as well as discussing some potential challenges with this.
RQ2: How does VERP support the learning and development of trainee EPs' practice?	Reflection		Trainees acknowledge the need for reflection as trainee EPs and appreciate the reflective space which VERP offers.
	The relationship between VERP's theoretical underpinnings and professional development		Trainees make comments in relation to the theoretical underpinnings of VERP which they perceive had an impact upon their development.
RQ3: What are the VIG supervisor's experiences of VERP?	VIG supervisors initial thoughts		The VIG supervisor acknowledges the initial apprehension of participating in VERP but views this as an opportunity to learn more about VERP.
	Similarities and differences between VIG and VERP	Similarities Differences	The similarities and differences of VIG and VERP are considered. A greater number of similarities are identified.

	VERP supporting learning and development	Practical aspects of VERP	The practical aspects of VERP are considered, including the VERP structure, awareness of own practice as well as the theoretical underpinnings of VERP.
		Theoretical underpinnings of VERP	

Table 4.2 A table to illustrate the themes/sub-themes developed in order to address each of the research questions, with a brief definition of each theme.

It is important to note that this table represents just one way in which the data could be interpreted.

A visual presentation of the themes relating to each research question will be presented below.

4.4 Research Question 1: What are trainee EPs views of participating in VERP?

The purpose of this research question was to explore how participants viewed their experiences of participating in VERP. A total of four themes emerged, with one theme containing three sub-themes.
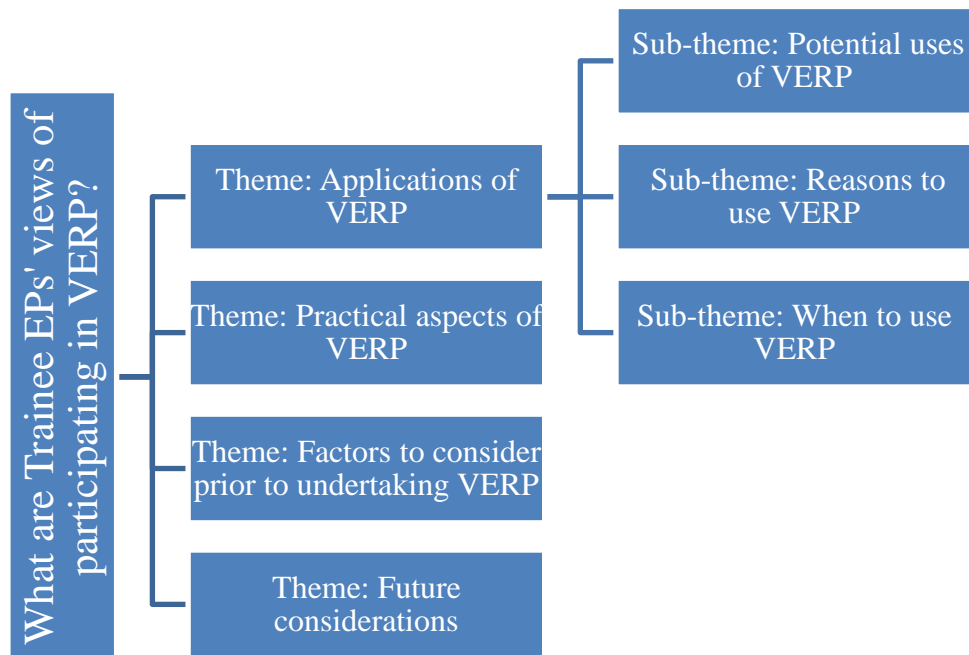
Figure 4.1 A visual representation of the themes in order to outline the views of trainee EP's experiences

4.4.1 Theme: Applications of VERP

Trainees discussed the potential applications of VERP in relation to how, why and when

VERP could be used.

Sub theme: Potential uses of VERP

Trainees discussed the potential ways in which VERP could be applied in various contexts.

This is captured in the following comments:

Participant	Excerpt from the transcript
Rachel	*"I mean like if you are, doing some kind of multiagency meeting and using it maybe with other practitioners, not necessarily EP's but people like social workers"*
Charlotte	*"Erm, I guess I mean it could be used in schools, so teachers, NQT's, [...], learning mentors, you know counsellors or whoever would be working with children and sort of seeing how they can build on their skills in whatever context that they work in, yeah using it through that would be helpful I think"*
Georgia	*"So like teachers could use it to look at their teaching. I know that when I was teaching we did like film stuff occasionally but I can't remember what I got from that"*

These comments suggest that trainees were able to consider other professionals who may

benefit from engaging with the VERP process, not just professionals within an educational

psychology context.

Sub-theme: Reasons to use VERP

Trainees discussed the potential reasons why VERP may be considered a useful tool. These

are captured in the following comments:

Participant	Excerpt from the transcript
Charlotte	*"I think it was a positive experience and I mean I guess because you're*

	obviously choosing clips [...] because they're positive things that you're looking at..." *"Yes so I think it was positive in that sense and also it was I can't think of the word what's the word I'm thinking of empowering I guess"*
Rachel	*"And you do get a buzz out of it cuz you begin to feel more like actually I'm not as bad practitioner"*
Georgia	*"It was very positive [...] it made me notice things that I probably wouldn't have noticed without referring back to the clips [...] Being able to see something as it happened [...] was different from just remembering something [...]and then sharing what had happened in the consultation [...] it was like a really constructive exercise I think"*

These comments suggested some of the reasons why VERP could be implemented. These included VERP being a strengths-based intervention, enabling practitioners to feel good about their practice, recognising moments of good practice which may have been lost if trainee EPs were not able to observe themselves in the video clips.

Sub-theme: When to use VERP

Trainees discussed the potential ways in which VERP could be used by trainee EPs and qualified EPs, in order to develop their skills. These are captured in the following comments:

Participant	Excerpt from the transcript
Rachel	*"I think this has been really useful and I think it would be really good if we could do it more frequently but I think for that it needs to be put in as a policy within the service ... and as part of the EP training so like a standard procedure and to do it more frequently but actually to have time as part of your core hours out of your working hours to do this"*
Charlotte	*"I definitely think it would be helpful particularly at this stage of training [end of year 2] because we are still very much learning"*
Georgia	*"Yeah definitely I can see potential I think [...] trainees should definitely have to like go through this (laughs) like a really positive experience obviously"*

Rachel's comments suggest that VERP could be used as part of EP's ongoing professional development within an EPS. Charlotte and Georgia both described the possibilities of

incorporating VERP into the doctoral training course, therefore suggesting the benefits of

VERP which they experienced as trainee EPs.

4.4.2 Theme: Practical aspects of VERP

Trainees considered some of the practical aspects of VERP. These are captured in the

following comments:

Participant	Excerpt from the transcript
Georgia	*Georgia "Having the worksheet with all the different sections [points to VERP booklet] to go through because I would have never remembered otherwise"*
Sarah	*Okay so to try and focus the conversation?*
Georgia	*"Yes and having the targets there to remind you of them erm ...*
Rachel	*I think there was enough time between cycles but not too much time that you forgot everything"*
Georgia	*" Yeah it's been positive [...] you've had to be a bit flexible when we timetabled in shared reviews and then for whatever reason I wasn't able to film in time and so that's helped with kind of fitting in"*

These comments suggest that Georgia and Rachel found one of the practical aspects of VERP

such as the reflection booklets useful throughout the VERP cycles. Trainees were able to use

the structure to record their targets, what they are pleased with and their working points each

cycle. Rachel reported that there was enough time between each of the cycles in order to film

consultations and micro-analyse clips. Georgia seemed to like the flexible nature of the VERP

cycles, fitting in with a busy work schedule.

4.4.3 Theme: Factors to consider prior to undertaking VERP

Prior to participating in VERP, trainees discussed some factors which are important to

consider. These are captured in the following comments:

Participant	Excerpt from the transcript
Rachel	*"I'm trying to think sorry ... I am very fidgety I did notice that I play with my hair and twist my earrings so that's something I would like to work on because it's not intentional but it could look like I'm not listening to people"*
Georgia	*Having the time to (pause) watch the consultation beforehand and like really think about it having this space to think about it"*
Sarah	*"So like preparation? "*
Georgia	*"Yeah, the preparation"*

Rachel discussed the potential threats to competency, which links to one of the deductive codes within the initial coding manual. When considering undertaking VERP, it is important to highlight the possibilities of noticing behaviours which may be considered less desirable, despite VERP being primarily a strengths-based intervention. Georgia also commented that another factor to consider before undertaking VERP, included requiring preparation time to watch back the video clips and micro-analyse them, prior to the shared review.

4.4.4 Theme: Future considerations

Trainees reflected upon their experiences of participating in VERP and gave examples of future considerations which could also be deliberated when undertaking VERP. These are captured in the following comments:

Participant	Excerpt from the transcript
Sarah	*"So with that, perhaps a pilot might have been helpful or a test run for you to go out and look at yourself on film might have been helpful?"*
Charlotte	*"I mean for me I kind of used the first one (shared review) for my baseline and then I saw the difference between that and then cycles two and three there was almost like a [...] what can I notice? It would have been interesting to see if there were any differences between a consultation with just a teacher and a consultation between just apparent or a consultation between one versus multiple people "*
Georgia	*"Perhaps if I hadn't have been involved in the project I would have probably put it off (developing consultation skills) and not been so effective in working towards those goals like in supervision like that I have with my supervisor we don't always necessarily have the time especially when I've*

	been really busy ... I've had to focus on the more managerial side of things"
Sarah:	*"Perhaps having that reflective time and space perhaps that's where the VERP offered that kind of peer supervision?*
Georgia	*"Yeah, like at uni peer supervision is really useful and I think it's more reflective but still a lot of the focus tends to be on problems like managerial workloads, managing stress and I'll have similar conversations with my supervisor on placement whereas this was actually about your professional skills".*

Charlotte discussed the potential usefulness of a pilot session in order to get used to the filming aspects of VERP and to have an initial cycle as a baseline measure. Georgia discussed viewing participating in this study, an opportunity to undertake work to develop her skills further. She described supervision as often focusing on the managerial aspects rather than professional skill development.

4.5 Research question 1; sub question 1: How do trainee EPs experience being filmed?
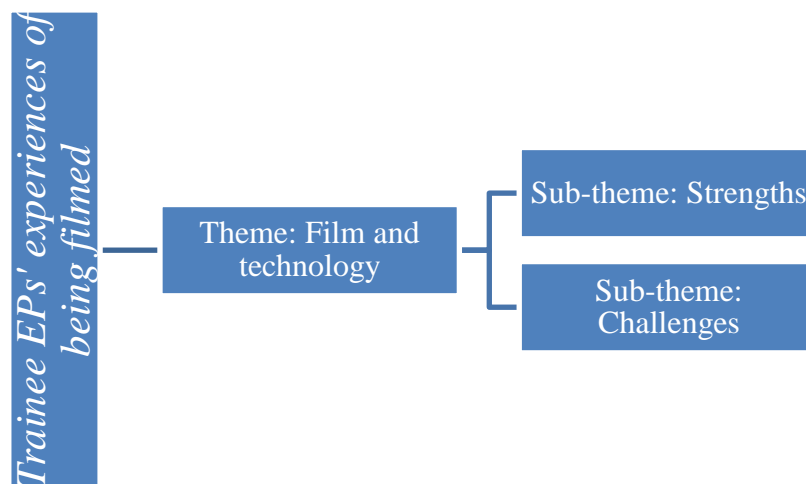
Figure 4.2 A visual representation of the themes in order to outline the experiences of trainee EPs being filmed

4.5.1 Theme: Film and technology

Trainees discussed the strengths and challenges of film and technology.

Sub-theme: Strengths

Some of the trainees' reflections regarding the strengths of film and technology are captured

in the following comments:

Participant	Excerpt from the transcript
Georgia	*"I think my initial reaction was that it sounded interesting, that it was a good idea but I was a little bit apprehensive about being filmed [...] but yeah I quickly got over that initial apprehension after having more information about it"*
Rachel	*"Once the camera is set up you do forget it is there, I totally forgot it was there, the only time I remember was when it did a beep and I thought 'oh it beeped at me!"*
Georgia	*"Yeah I think it's quite good actually because it's surprising how much in two out of the three consultations you learn at least I felt like there was a lot of evidence for meeting my targets… yeah so you could just focus on a few things and ignore a load of other things whereas when you've got video as evidence and you watch all of it from start to finish your memory hasn't just selected a few things to focus on"*

Georgia reported that initially she felt apprehensive about the use of film and technology.

However, after receiving more information about VERP after the initial seminar, she felt

reassured. Rachel discussed forgetting about the camera during the filming of the

consultation. Georgia reported that she was able to use the video clips to provide evidence of

meeting her initial targets, rather than relying on her retrospective memory.

Sub-theme: Challenges

Trainees identified the potential challenges of using film and technology. These were captured

in the following comments:

Participant	Excerpt from the transcript
Charlotte	*"Well I was a little apprehensive because of the whole aspect of being filmed, but I was interested in it at the same time and so I sort of I guess that overcame those initial feelings of apprehension to give it a go really"* *"I mean there were things like … trying to work out how to use the camera*

	(laughs) and make sure that was in the best position possible"
Rachel	*"There was the initial apprehension about being videoed but I think it has been a really useful process"*
	"It was just like 'how do you work this thing' and I think in hindsight I should have spent more time looking at how to use the camera instead of wasting time working out what to do with it"
Georgia	*"I think my initial reaction was that it sounded interesting that it was a good idea but I was a little bit apprehensive about being filmed, […]but yeah I quickly got over that initial apprehension after having more information about it"*

All three trainees described their initial feelings of apprehension in relation to being filmed. Charlotte discussed some of her apprehension about using the video camera, as well as how to set up the camera in a good position during filming. Rachel described needing additional time to work out how to use the video camera.

4.6 Research question 1: sub-question 2: What are the trainee EPs experiences of a shared review?
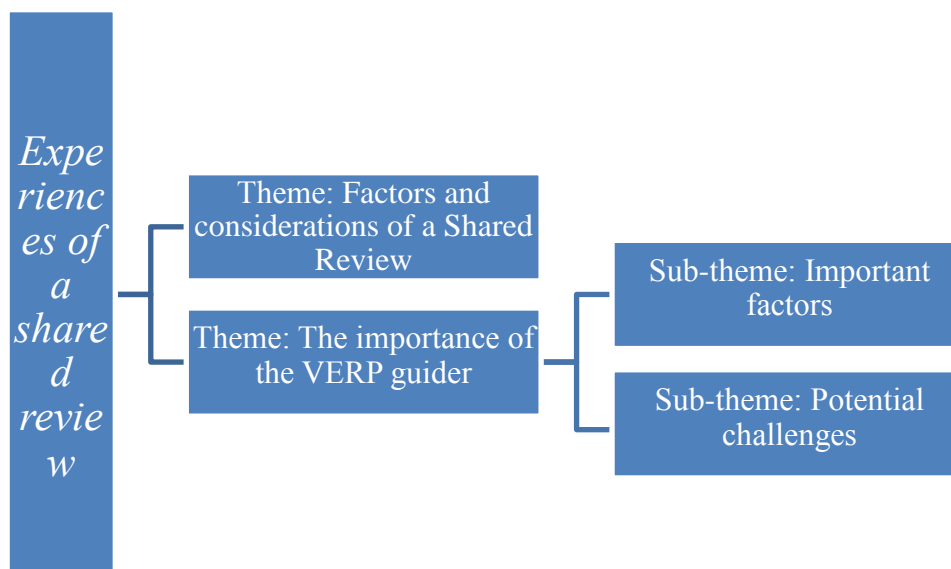
Figure 4.3 A visual representation of the themes in order to outline the views of trainee EP's experiences of a shared review

4.6.1 Theme: Factors and considerations of a Shared Review.

Trainees discussed some of the factors and considerations of a shared review. These are captured in the comments below:

Participant	Excerpt from the transcript
Rachel	*"It's fine because it is again very relaxed, there's only two of you, you know it's informal, no that's the wrong word, it's a nice contained environment so it's not an issue really"*
Charlotte	*"As it was a new process I didn't know what to expect but then when I had done that one I knew a bit more"* *"Erm ... I think good preparation to start with so picking the clips, thinking about the reasons for choosing those clips is obviously very helpful if you can think about, if you know why you have chosen them and then you can say that to you and discuss it together"*
Georgia	*"Yeah you definitely need a bit of structure and I think we do just automatically geared towards looking at the negatives so you need someone else finds the positives and highlights them"*

Rachel described the shared review process as 'relaxed' indicating that she felt comfortable with the way in which a shared review was carried out. Charlotte indicated initial apprehension about the shared review process as this was a new experience. She also discussed the importance of micro-analysing the clips prior to the shared review, ensuring careful preparation to inform the discussions within a shared review. Georgia reported that the structure of VERP was useful in order to examine what VERP trainees are pleased with, rather than just focusing on the less desirable aspects of practice.

4.6.2 Theme: The importance of the VERP guider

Trainees discussed the important factors and some of the potential challenges regarding the relationship with the VERP guider.

Sub-theme: Important factors

Some of the trainees' reflections regarding the important factors whilst working with a VERP

guider are captured in the following comments:

Participant	Excerpt from the transcript
Rachel	*"So there is that but I think in a way because you know each other and you have that relationship that actually it makes it more effective because you feel comfortable already so you don't have to do that initial rapport and building up of like the relationship so I think it's just naturally it's there already"* *"I think having someone who knows what they are looking for so that they are attuned and knowledgeable about the VERP principles".*
Charlotte	*"I think the key thing is the relationship and I think if you have got a good relationship and a good rapport with whoever it is it's going to be fine"*
Georgia	*"Yeah I think that's why I was so comfortable taking part in that I knew as a trainee so as a peer it was less daunting and perhaps if I had shared it with a supervisor or erm like a fully qualified EP ... Yeah I think it would have been possibly yes like less co-constructing and then taking more of the lead in the session"*

All trainees discussed the importance of the relationship between the VERP guider and the

VERP trainee in relation to feeling comfortable. Rachel also acknowledged the importance of

the VERP guider having prior knowledge and understanding of the VIG principles for attuned

interactions.

Sub-theme: Potential challenges

Some of the trainees' reflections regarding the potential challenges whilst working with a

VERP guider. These are captured in the following comments:

Participant	Excerpt from the transcript
Rachel	*"I imagine that in certain situations depending upon your relationship with the other person there might be a power imbalance"*
Charlotte	*"Erm ... Possibly, I mean someone more experienced may have noticed different things but I guess it would depend on the extent that it kept with just the positive elements"*

Sarah	*"And now brings me on to my next question. [Q. 5 pt 2] Do you think that this experience may have been different if you carried out the shared review with a tutor or placement supervisor?"*
Georgia	*"Yeah I think it would have been possibly yes like less co-constructing and then taking more of the lead in the session" I wouldn't say imposing their views erm on me but I guess because they are coming with that wealth of experience it would be quite hard for them to kind of sit back and not offer guidance"*
Sarah	*"Okay, so I guess a slight power imbalance perhaps?"*
Georgia	*"Yeah… I mean obviously any work that we do, has to be signed off by them (tutors/supervisors) so they have that more experience so they might be looking at it with more of a critical eye"*

Trainees discussed the possibilities of a university tutor or placement supervisor in the role as the VERP guider. Rachel and Georgia both commented on the importance of the relationship between the VERP guider and VERP trainee, rather than their role. All trainees seemed to view the potential for a power imbalance between a trainee EP working with their tutor or supervisor. Charlotte mentioned as long as the VERP guider has knowledge and experience of VERP and applies this model, she may feel comfortable with this. Georgia raised some concerns about this due to her perception that tutors or supervisors may be focussing on less of the positive aspects, particularly if they focus on this work as part of ongoing assessment of trainees.

4.7 Research Question 2: How does VERP support the learning and development of practice?

The purpose of this research question was to explore how VERP supports the learning and development of practice as a trainee EP. A total of two themes addressed this research question.
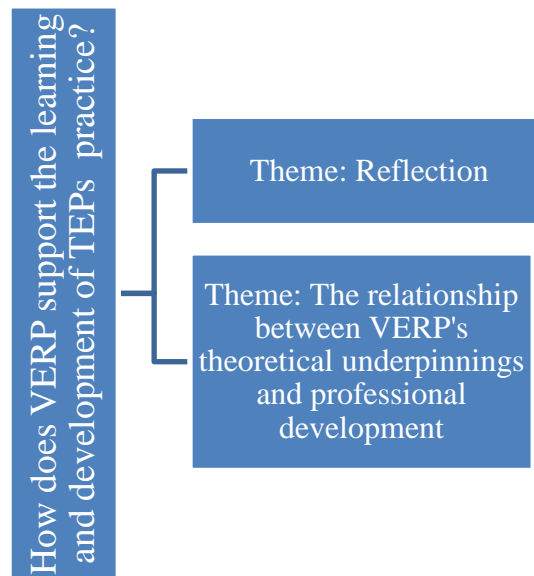
Figure 4.4. A visual representation of the themes in order to outline trainee EP's perceptions of how VERP supports learning and development

4.7.1 Theme: Reflection

The focus of VERP is for the professional to reflect upon their practice using video and to take ownership over their own professional development. VERP encourages a reflective space for professionals to be creative at any stage of professional development.

This is captured in the following comments:

Participant	Excerpt from the transcript
Rachel	*"That was something that was very apparent with the larger group consultations and there were dominant members and I think that's something I need to work on … I don't speak as fast as I thought I spoke which is a positive that's reassuring because I think I speak really quick so it was nice to know that […] I think it has really impacted upon my practice which has been really positive … And I suppose as a trainee as well you are trying to become confident in your own practice"*
Charlotte	*"But it was making it more kind of explicit because you had those in mind and then you were identifying the clips where you were doing, whereas when you are in the consultation itself you are probably doing it but unconsciously"* *"But I do think I have learned from the process and I can see the positives*

Participant	Excerpt from the transcript
	of pause I do feel like I have seen the progress through the different clips and it was also quite nice to have the positives or other positive things pointed out to you which you hadn't noticed"
Georgia	*"So I guess you've got reflective space to actually think about what it was you were doing ... whereas perhaps if I hadn't have been involved in the project I would have probably put it off and not been so effective in working towards those goals"*

All trainees commented regularly in relation to VERP offering a reflective space to closer examine their professional practice. Charlotte reported that the video clips provide evidence of meeting each of the clips, as well as reflecting upon the shared review process whereby the VERP guider may also notice different aspects of the VERP trainees' experiences, which seems to be well received. Georgia seemed to appreciate the reflective space and VERP provided an opportunity for her to reflect upon her skills in relation to her targets.

4.7.2 Theme: The relationship between VERP's theoretical underpinnings and professional development

The 'principles for attuned interactions' are at the core of VERP. Trainees discussed many of the theoretical underpinnings, collected through the development of the coding manual during the deductive stages of analysis.

Some of the trainee's commented on VERP's theoretical underpinnings. These are captured in the following comments:

Participant	Excerpt from the transcript
Rachel	*"I think having someone who knows what they are looking for so that they are attuned and knowledgeable about the VERP principles"*

Charlotte	*"so I was hoping that [...] VERP I would learn more about me as a consultant and the way that I am and the things that I could maybe work on but also the things that I do well and can develop [...]"*
Georgia	*"Yeah I do, it was an area that I wanted to develop and my targets were set around that around that area I wanted to develop anyway so this was a tool that I could use"*

Rachel discussed the importance of the VERP guider having an understanding of the theoretical underpinnings and the 'principles for attuned interaction' in order to effectively support this work. In relation to the initial deductive coding manual, the key theoretical underpinnings are highlighted within this theme. For example, trainees commented upon them being interested to learn about themselves and the impact of observing themselves in practice. Charlotte's comment reflected that she seemed to be interested in taking ownership of her own professional development and favoured VERP's emphasis on developing working points.

4.8 VERP Field Diaries

In addition to the semi-structured interview data, I also asked trainees to complete a 'VERP booklet'. This enabled a structure for the VERP cycles but also allowed the trainees to keep a record of their work. These field diaries provided information regarding the trainees' initial targets and their successes throughout the three VERP cycles, including information about what they were pleased about in the video clips as well as, their working points.

In order to analyse this data I looked across each of the three VERP cycles for evidence of learning and development. Across all three trainees, the TME data suggested that all trainees increased their baseline score from where they initially perceived themselves to be and where they actually performed. More specifically, one trainee perceived that they did not meet their hoped for score, one trainee reached their hoped for score and another felt that they had over achieved their hoped for score.

All trainees (including myself) were able to record what they were pleased with and their working points within the VERP reflective logs, see Appendix 15 for a summary of the information collected within these booklets. All trainees were able to demonstrate reflection and learning had taken place across the three VERP cycles.

4.9 Research question 3: What are the VIG supervisor's experiences of VERP?

In order to address this research question, I considered the semi-structured interview data separately from the trainees' data. The reason for this was due to using a separate interview schedule for the VIG supervisor. I used inductive TA approaches in order to code the data, whilst mapping some of the codes from the trainees' data in order to examine some of the commonalties. I did not use a particular model of TA as I was not looking for patterns of themes across a data set, but I was interested in identifying themes within this particular data set

The purpose of this research question was to explore how the VIG supervisor experiences the supervision of VERP. A total of three themes, two with two sub-themes addressed this research question.
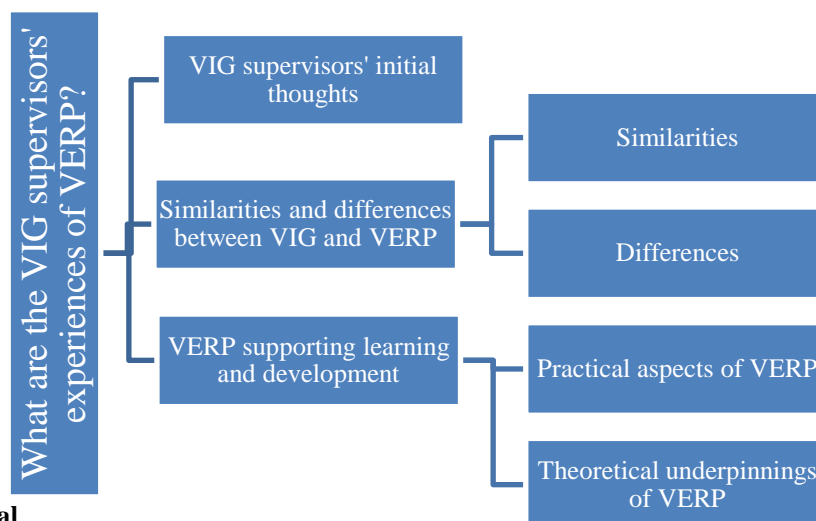
Figure 4.5 A visual representation of the themes in order to outline the VIG supervisor's experiences of supervising VERP

4.9.1 Theme: VIG supervisor's initial thoughts

This particular theme examined Sandra's (the VIG supervisor) initial thoughts regarding VERP. As this was her first time participating in any VERP work, her feelings of apprehension were discussed.

This was captured when Sandra said:

"I thought it sounded like an interesting prospect really quite [...] I mean [...] probably quite challenging ... Probably because you were either going to be coming to the VIG at a similar time or even, you know even a little bit later on[...]".

This comment also relates to Sandra feeling that this could have been a challenging study to participate in as I was new to VIG.

Sandra acknowledged that through supervising VERP work, it allowed her to gain also some further experience and enabled her to learn more about VERP for her own professional development.

This was captured when Sandra said:

"For me as well to have more experience of VERP because obviously I know more about VIG and have much more direct experience of VIG rather than VERP". Sandra showed some apprehension about still learning about VERP when she said *"don't quote me on being the authority of VERP because I am still trying to get my head around it"*.

Overall, as this was the VIG supervisor's first time supervising VERP, she discussed some initial feelings of apprehension, similarly to the trainee EPs participating in this study. Sandra

reported that she had much more experience with VIG in comparison to VERP and did not want to be seen as an 'expert' when supervising, as she was still learning about VERP.

4.9.2 Theme: Similarities and differences between VIG and VERP

Sandra discussed some of the similarities and differences between VIG and VERP throughout the interview.

Sub-theme: Similarities

Sandra discussed many similarities between VIG and VERP. One example of this is when she discussed the similarities of the power of using video and the power dynamics between a client or trainee working with a VIG/VERP guider. Within the guider role, Sandra discussed not wanting to come across as an 'expert' which was apparent in both VIG and VERP.

This is captured in the comment below:

"I think that they are hugely similar really aren't they in terms of using the power of the video to support someone in understanding and moving on and develop [...] or how they are interacting or just being with others I guess the dynamics [...] and the sort of power issues are different and yet they are common themes so you know whilst we think about how we are going in and working with a family you know because we don't really want to be going in as the experts and all of those issues about the relationship it's a different relationship when you're working with colleagues".

This comment suggests that the key similarities between VIG and VERP include the importance of the starting point with both. For example, with both VIG and VERP both the VIG client and the VERP trainee are interested in bringing about some form of change for themselves. However, Sandra acknowledged the differences when working with families and

working with colleagues due to the differences in the relationship. Similarly to the trainee EPs, Sandra also highlighted the importance of the relationships within this work, which seem to be key to the VERP guider and VIG supervisor role within VERP, particularly as collaboration is key.

Sub-theme: Differences

Sandra also discussed the differences between VIG and VERP. These included the differences in editing and micro-analysing video clips. For example, within VIG the VIG guider would micro-analyse and pre-select the video clips for the client, prior to a shared review. Whereas in VERP, the client will be micro-analysing their own video clips, prior to the shared review. This is captured in the following comment;

"yes I suppose […]the initial clips being chosen by the client […]does change a bit, the sorts of things you are talking about in supervision which probably took me a while to get used to but […] when you come along to show me the clips that you know you are pleased with and that you are able to sort of unpick and look at I think it comes across as a really powerful way of reflecting on your own practice and to actually be able to refer to videos".

This suggests the differences between VIG and VERP were noticeable from the VIG supervisors' point of view, particularly relating to her having to reflect on the spot as she would not have seen the video clips before. She also highlighted the importance of the use of observing oneself in practice using the video clips as a tool to aid reflection.

Overall Sandra described some of the key similarities and differences between VIG and VERP. It is evident that specialist VIG supervision is required in order to supervise VERP. The relationship between the VERP/VIG guider and the 'client' has been highlighted as an important similarity to consider. Within VERP, there is an emphasis on co-constructing

meaning from the video clips in order to support professional development. The 'client' needs to feel comfortable with the guider in order to get the most out of the experience. Sandra highlighted the key differences surrounding the VERP guider pre-selecting their own clips which requires her to think within the moment. Sandra also highlights the usefulness of the video clips in relation to observing oneself in practice to support professional development.

4.9.3 Theme: VERP supporting learning and development

Throughout the interview, Sandra made reference to the practical aspects of VERP and the theoretical underpinnings which are applied to support learning and development. This is similar to those that the trainees discussed in their interviews and there are some overlaps with similar themes.

Sub-theme: Practical aspects of VERP

Sandra discussed the usefulness of the VERP structure and the VERP booklets.

This has been captured in the following comment:

"and probably having a bit of an idea [...] about the structure and as I said I certainly found that VIG book very helpful for giving an idea of that structure in terms of you know when looking when you have talked about the clips and making the bridge between that and going back out into the real world what would you do the same what would you do differently".

Similarly to the trainee EPs, the VIG supervisor commented on the usefulness of the VERP structure within the booklets. This seems to provide a structure within the shared review meeting in addition to the 'seven steps' model, see Appendix 2. Sandra discussed the practical aspects of VERP in relation to discussing VERP trainees' existing practice and following this up with working points in the 'real world'.

Sandra described the impact of using videos when supporting learning and development in capturing yourself in practice 'in the moment'. This is reflected in the following comment;

"If we have a look at the working point and we have video evidence of these changes certainly that […] around receiving initiatives and giving the first time, listening and bringing in your thoughts to kind of extend the conversation and deepen discussion and focus the person on what they are doing".

This comment highlights the usefulness of the video clips giving VERP trainees evidence of meeting their targets, as well as evidence in relation to following the 'principles for attuned interactions'.

Sub-theme: Theoretical underpinnings of VERP

Sandra also commented on VERP's theoretical underpinnings throughout the interview. This has been captured when Sandra said;

"and then I like to try and bring in over bits of practice like solution focused stuff using solution focused wording questions in the conversations that you are having say that yes yeah and focus I would say is a key part of it for me ... yes it seems to fit well in theory".

This comment highlights the benefits of trainee EPs participating in VERP, as not only are they recognising evidence for meeting their initial VERP targets relating to the development of their consultation skills and the 'principles for attuned interaction'. Sandra commented that the VERP guider is also increasing their awareness of how they are applying other aspects of psychology which is also beneficial for a trainee psychologist, observing themselves applying psychology in practice. This provides further opportunity for reflection and taking responsibility for individual professional development.

Sandra compared VERP supervision with usual EP supervision. This is captured in the following comment;

"you know that's quite interesting isn't it that the positive frame of the meeting is completely different from the start potentially because you're bringing along what you are pleased with and what you are happy with and actually taking the time to unpick why you are pleased with it and actually and I guess I guess that is, that is part of general EP supervision isn't it or it can be".

Sandra discussed the usefulness of applying VIG's underlying principles for attuned interactions within VERP. Interestingly, Sandra commented that could be a key difference in relation to typical EP supervision, as the VERP trainee is brining clips to discuss with their supervisor about the positive aspects of their practice. This also suggests that with VERP supervision, the emphasis is on professional skill development, creating a collaborative learning environment.

Overall VERP has been discussed in relation to supporting learning and development for trainee EPs. This has been considered beneficial due to VERP's focus of raising the awareness of their skills and application of other psychological approaches, enabling them to take ownership of their professional development. Sandra also described VERP as providing a unique focus within supervision as it is a strengths-based intervention, providing a positive frame to supervision.

4.10 Summary of findings

Through examining the data reported from all participants and through a technique of triangulation, there seems to be further validation in providing a rich picture of the findings.

The trainee EPs have had the opportunity to share their views regarding their experiences of the VERP process. Various levels of learning for VERP trainees, VERP guider and the VIG supervisor as well as for trainee EP's generally were apparent. In addition to the semi-structured interview data and the VERP field diary seemed to complement the learning and development experienced by trainee EP's. All trainees were able to make progress in relation to the way in which they perceived their professional development.

There were some similarities between the VERP trainees and the VIG supervisor's responses. For example, all participants experienced an element of initial apprehension prior to the project, as VERP was new to them. All participants also commented on the usefulness of the VERP structure, particularly in relation to this guiding the shared review meeting but also in order to record trainees' learning. Finally another key similarity between all participants was the regular reference to the 'principles for attuned interaction' which underpin VERP. There was evidence to meet each of the 10 key aspects of VERP as devised at the beginning of this chapter to support the deductive coding.

CHAPTER 5 DISCUSSION, REFLECTIONS AND CONCLUSIONS

5.1 Introduction

This chapter aims to discuss the findings outlined in Chapter Four in relation to the study's aims and research questions. I will then to examine the evidence relevant to the literature outlined in Chapters Two and Three. I will also include reflections about the research process. The limitations of this research will also be considered, in order to outline some of the potential threats to this research. The implications for further development will also be discussed.

5.2 Discussion of the findings

The main aim of this study was to offer an exploration of trainee EPs experiences of using VERP to support their professional development. I was particularly interested in trainee EPs experiences of being filmed and taking part in a shared review. I was also interested to explore how VERP could be used to support the learning and development of trainee EPs. Finally, I wanted to explore the VIG supervisors' experiences of supervising VERP.

Research Question 1: What are trainee EPs views of participating in VERP?

All participants described VERP as a positive experience and they all commented on the strengths-based approach to supporting professional practice, which seemed to be favoured. Trainee EPs discussed the use of video clips which enabled them to focus on what may have been lost moments of interaction, perhaps during retrospective reflection. VERP offered an 'in the moment' approach to supporting professional development. Vermeulen et al (2011) suggests the potential links between VERP and mindful awareness. All trainee EPs also

discussed the potential benefits of using VERP as part of the EP training. As Begley (2013) and Sancho, Upton and Begley (2015) found, VERP can be a useful tool to support trainee EP development.

Rachel also commented on the potential to use VERP as part of professional development within EPSs once qualified. This could be something which EPSs consider, perhaps during peer supervision VERP could be offered to those EPs who were interested in reflecting upon their practice in this way. In addition, as Findlay (2006) found, VERP can be used to support EPs development when becoming a supervisor. The metaphor, 'the mirror (using video to reflect on skills), the magnifying glass (to open up discussion and emphasise the positives), the compass (providing focus and direction) and the map (for planning the journey forward)' emphasises reflection and learning in order to further develop as a practitioner.

Trainees discussed how VERP may be beneficial for other professionals such as supporting social workers, Newly Qualified Teachers (NQTs), support staff in schools and teachers. Trainees reported that VERP provides a useful framework to allow them to see the 'positive' aspects of their practice. This fits well with the aims of VERP, which focuses on helping clients to build upon their existing skills and feel empowered (Landor, 2015). Trainees also discussed the desire to use VERP more frequently as part of EP core time within the EPS. This may reflect the need for additional time to reflect upon practice in relation to learning and development, not solely a need for managerial supervision as part of usual EP practice.

Trainees described the framework and the structure of the VERP reflection logs as useful. They helped with not only the learning and reflection for the individual trainee EP, but also with structuring the shared review process. The cyclical nature of VERP allowed a flexible process for trainees. However, time was considered an important factor, as the VERP trainees

were required to micro analyse video clips in their own time. There seemed to be some tension between trainee EPs wanting to develop their professional skills, but a lack of time made this challenging. There were some comments made about how supervision is often managerial and how peer supervision is often problem focused. Despite this still being considered useful and essential to practice, questions were raised about how often trainee EPs actually have the time to reflect and discuss developing their professional skills in such a way.

Trainees commented about the possibilities of VERP causing potential threats to competency. It is difficult to observe yourself on video without looking at aspects of your practice and interactions that are less desirable. This is similar to the difficulties with self-confrontation as Sancho, Upton and Begley (2015) described, as trainee EPs are learning and developing into competent practitioners, it is likely that the demands within a new role could make you increasingly aware of your practice, with potential threats to self-efficacy. However, as VERP lends itself to a strengths-based approach, the emphasis and focus of discussions during a shared review are concerned with what the trainee EPs are pleased with and also how they can further develop their skills.

Sub research questions:

- o **How do trainee EPs experience being filmed?**

Trainees discussed both the strengths and challenges of being filmed. The initial VERP seminar appeared to provide trainees with further information about what was expected of them. Georgia seemed surprised by how much video evidence she was able to find in relation to addressing her initial targets. She described the difficulties of using her memory to recall successful interactions prior to undertaking VERP, which proved rather challenging at times. The complex interactions that trainee EPs are often engaged with during consultation, place

increased cognitive demands upon the individual and the positive aspects of the consultation are often lost or simply forgotten (Sancho, Upton and Begley, 2015). Therefore, this highlights the usefulness of using video clips as evidence towards meeting particular aspects of professional skill development.

All of the trainees discussed initially feeling apprehensive about participating in VERP, with their main concerns surrounding being filmed in practice. This is similar to the findings from Begley (2013) who found that trainee EPs who were working with their university tutors also felt the same. However, in the present study, trainee EPs worked with myself, a fellow trainee EP, as a VERP guider and this could have made a difference to the findings. Trainees discussed overcoming these feelings of apprehension and were keen to use VERP as a learning opportunity. It is important to recognise that individual's communication skills are not necessarily tied to their positions of role or power (Kennedy and Landor, 2015). This also seems to relate to the value in peer supervision, which is often favoured by trainees. This could be, due to the decrease in power imbalance and this may enable the trainee to feel more comfortable working with someone in more of a mutual relationship (Hawkins and Shohet, 2006).

The trainees also discussed the need to practise using the video camera, as well as ensuring the camera was in a suitable position when recording. Two of the three trainees discussed forgetting about the camera during the consultation. Therefore, this suggests that trainees would benefit from additional time before undertaking VERP to familiarise themselves with the video camera.

o   **What are the trainee EPs experiences of a shared review?**

Trainees discussed the relaxed atmosphere created during the shared reviews. They also discussed the need for careful preparation prior to the shared review. This was to ensure that they had thought about the reasons why they had selected various clips and how they were showing attuned interactions) in relation to their working points (as discussed in Chapter Four). The VERP guider followed the seven steps (see Appendix 2 in order to 'highlight the positives' and to 'discuss it together'.

All trainees discussed the importance of the relationship between the VERP trainee and the VERP guider. Rachel discussed the usefulness of working with a peer, as rapport had already been established. Georgia felt that this made the process 'less daunting'. Rachel suggested that she would be happy to participate in VERP with a tutor or placement supervisor, as long as she had a good relationship with them. However, Georgia reported that she thought a tutor or supervisor may work less collaboratively and that they may take 'more of the lead' given their role. This suggested the potential for power imbalances to impact upon the learning process for the trainee. In addition Begley (2013) found that the professional development process for trainees was not merely an academic learning process, but also a personal experience. This further highlights the importance of the relationship between the trainee EP and their university tutor if they were going to use VERP.

Research Question 2: How does VERP support the learning and development of trainee EPs' practice?

Trainees discussed the significance of VERP providing a 'reflective space' in order enable trainees to reflect upon their practice in order to aid professional development. Rachel suggested that through observing herself in practice, it allowed her to challenge some of the

negative views of herself which she had. For example, *'I don't speak as fast as I thought I spoke which is positive and reassuring'.* The video clips provided evidence of this which challenged her initial negative perception of herself.

As discussed previously, trainees commented on not being consciously aware of the skills which they were using. Charlotte found that she could see her progress throughout the three VERP cycles. This was particularly noticeable when she was identifying how she had met the working points and she had further video evidence to support how she had put these into action.

There were further comments made that this reflective space differed slightly to that of usual supervision, as there is an emphasis on skill development and working towards individual goals which trainees have developed themselves. This is interesting because reflection is seen as a central component to learning as Kolb (1984) suggested when developing the 'experiential learning cycle'. In order to learn, there is a requirement to reflect upon existing experiences, however, this has been considered a simplistic model which may not account for other methods of learning (Forrest, 2004). This model is also consistent with action research, as self-reflection is a key aim of this design, enabling practitioners to reflect upon their existing practice, before implementing changes to their practice (Mc Niff, 2002). In addition, Schon (1991) defined two types of reflection, reflection *in* action and reflection *on* action as outlined in Chapter Two. It is possible for professionals to reflect in different ways. Within this study, VERP encouraged trainee EPs to reflect *on* action, in order to think about what they were pleased with and what their working points were.

Georgia commented on someone else finding and commenting on the positives and highlighting them, suggesting that the VERP guider has been able to identify additional

strengths within the video clips. This relates to the VERP guider also noticing successful aspects of trainees' practice within the shared review process. This also supports the findings from Cave, Roger and Young (2011) who suggested that trainees learning was enhanced through being offered another perspective during the shared review.

In addition, trainee EPs reported that VERP's theoretical underpinnings supported the learning which had taken place. In this research, I used a hybrid approach to TA which enabled me to examine whether or not trainees acknowledged VERP's theoretical underpinnings. Trainees made reference to each of the ten key VERP theoretical underpinnings (as outline in Chapter Four). I was able to identify these by using the deductive coding manual within this hybrid approach to TA as outlined by Fereday and Muir Cochrane (2006). Trainee EPs discussed being interested about learning about themselves and they wanted to observe their existing practice, as well as exploring what they wanted to develop further. During the interviews the trainees all discussed the principles for attuned interactions in relation to examining their interaction skills. In conclusion, all trainee EPs recognised the theoretical underpinnings of VERP in practice.

The VERP field diaries (or 'reflective logs') provided further evidence that learning and development had taken place. Across all three trainees, the TME data suggested that all trainees increased their baseline score from where they initially perceived themselves to be and where they actually performed. This indicated that trainee EPs perceived noticeable changes within their practice.

There also seemed to be some differences in relation to the initial targets trainees developed. For example, Georgia a Year 3 trainee, wanted to develop the 'deepening discussion' element of the principles for attuned interaction and guidance (Kennedy and Landor, 2015). This was

particularly interesting as this may have reflected the stage in training as the Year 2 trainees (including myself) seemed to be selecting targets within the 'guiding' level see Appendix 1. To summarise, the VERP field diaries provided a useful record of the work undertaken throughout VERP for both the trainee and I, particularly in relation to the learning which had taken place throughout the three cycles.

Research Question 3: What are the VIG supervisor's experiences of VERP?

Prior to this research, the VIG supervisor, Sandra also identified some initial feelings of apprehension, similarly to the VERP trainees. Sandra was interested in gaining further experience of VERP as this was an area which she had not had the opportunity to explore at the time. Sandra was able to effectively apply the skills she had acquired from being a VIG guider and VIG supervisor. As VERP was new to Sandra, this seemed to facilitate a reciprocal learning experience. Peer supervision has been described as a reciprocal process by Hawkins and Shohet, (2012). As all participants were new to VERP, learning was able to take place at various levels in relation to the 'nested intersubjectivity' Kennedy and Silhanova (2014). This is where the same values and principles of VERP are applied by the VIG supervisor supporting the VERP guider, who is supporting the VERP trainee to support their clients.

Sandra also identified some of the similarities between VIG and VERP, some of which have been discussed in Chapter Four. I have been unable to find any existing research which explored the VIG supervisor's experiences of supervising VERP. This research indicates a number of overlaps with how trainees experienced VERP. For example, Sandra discussed the collaborative nature of the shared review and the powerfulness for trainees to be able to observe themselves in the video clips, whilst offering an 'in the moment' approach to examining why communication was particularly effective at a given time.

Sandra also discussed the differences in VERP supervision, compared with usual EP supervision, primarily because of the 'positive frame' of the meeting. Georgia similarly reported this difference, indicating that this is a unique feature of VERP. The theoretical underpinnings of VERP were also discussed throughout the interview with Sandra, particularly in relation to the principles for attuned interactions, similarly to those which the trainee EPs reported. This therefore demonstrates the link between theory and practice was evident for Sandra too.

5.3 Summary

Overall, the trainee EPs have been able to share their views after participating in VERP. They have also been able to share their views regarding VERP's impact upon learning and professional skills development. Finally, the VIG supervisors' views were sought in order to explore her views regarding the supervision of this work.

The findings from this research have highlighted the usefulness of using VERP with trainee EPs to support the development of consultation and peer supervision skills. However, careful consideration is needed prior to participating in VERP, in particular, when thinking about setting up VERP it is important to consider who the VERP guider will be and acknowledge any potential power imbalances. It is also important to consider the time required not only to attend regular shared reviews (for the VERP trainee and guider) but also the time needed to analyse the video clips. There is also the possibility for trainees to identify potential threats to competency, however in this research these were ameliorated to an extent, through the emphasis on the strengths of the trainees' practice.

Trainees were able to experience learning through receiving new information about themselves. The video clips provided evidence of the trainees meeting various targets. The shared review enabled trainees to re-live their experience in a virtual format, enabling the trainees to reflect with the VERP guider retrospectively.

5.4 Limitations

This study was designed with careful consideration and I aimed to address any potential limitations, however, some remained evident which I shall now acknowledge.

Firstly, I think that one limitation with this study is that the trainees who participated in this study were colleagues within the Educational Psychology Service. This could have reflected the findings in relation to their perceptions of how they viewed the use of VERP. As with all self-report measures, there is the risk of respondent bias. In order to reduce this risk, I explained the purpose of the research clearly to participants, I also asked them to be honest and open in their responses and within the semi-structured interview, I asked participants if there were any reasons which they felt could affect their responses. Despite participants acknowledging the fact that they we were colleagues, they reported that this did not affect their findings; however, I cannot be certain of this.

I also acknowledge the potential bias in the sample of participants selected for this study. The trainee EPs were colleagues within the service and it would have been interesting to work with trainee EPs at various stages of their training, in order to examine any differences in learning and development. Another limitation could be considered in relation to the trainees' knowledge and understanding of VIG. The theoretical underpinnings of VIG complement VERP and they are therefore fundamental to the way in which VERP is implemented.

However, in order to minimise this limitation, I carried out a training seminar where I was able to support trainees with developing this knowledge and understanding.

The reliability and validity of the method of data analysis should also be considered in relation to potential limitations within the study. I acknowledge that these findings could be viewed as subjective as they are based on my own individual interpretations, thus having a heavy research effect. However, in order to minimise this risk I tried to work reflexively and I followed the methods of data analysis discussed in Chapter Three with careful consideration. In addition to this, I also used a method of Inter Rater Reliability in order to ask a research student to match examples of the transcripts to the codes. As a 75% agreement was reached, this data should be considered relatively transparent and reliable (Joffe, 2012).

In addition to this, I also need to acknowledge that as a participant and the researcher in this research, I carry my own biases. However, I tried to ensure transparency throughout this research in order to reduce this limitation. I kept a researcher diary and within this chapter I include a reflections section in order to remain reflexive throughout the study.

As I carried out the role of the 'VERP guider' within this research, it is important to acknowledge my limited experience in VIG and that I am not an accredited VIG guider. I have completed the initial two day training and I am working towards the first stage of training in VIG and I continue to develop my practice as a VIG guider. This is likely to have impacted upon the trainees experiences as usually a VERP guider would be much more experienced. However, I found that through the supervision provided within each of the three cycles, the VIG supervisor was able to provide further encouragement and guidance in order to reduce this limitation.

Overall, I acknowledge the limited generalisability of these findings due to the small sample size used, as well as only working with female participants. It would have been interesting to carry out a follow-up in order to examine whether or not trainees perceived that they were able to build upon their development after VERP.

The theoretical underpinnings of VIG, including the 'principles for attuned interaction' underpin this innovative intervention. However, other methods of video interventions could also be considered. For example, Video Feed Forward which focuses specifically on future intended behaviour change or Video Self-Modelling which focuses on individuals observing themselves carry out a specific behaviour successfully (Dowrick, 1999). However, VERP is unique as the process incorporates both of these elements. In addition, VERP encourages the trainee to select video clips of themselves in a natural environment and discuss these within the shared review process with an experienced VIG guider (Landor, 2015).

5.5 Personal Reflections

Whilst carrying out this study I decided to keep a research diary in order to record my thoughts and reflections throughout the study. This also supported me when writing up the research. I wanted to ensure I reflected throughout the research process in order to remain reflexive and I challenged my perceptions and views throughout.

Throughout the three VERP cycles I really enjoyed the experience. Due to my experience in VIG I was familiar with using the video camera and technology, so this did not cause me any anxiety in relation to being filmed. Similarly, I had experienced various shared reviews with the VIG supervisor as she also supervised my VIG work, so again this was also a familiar process to me.

On reflection, I think it would have been useful to carry out a pilot. I asked trainee EPs to bring along examples of themselves in either consultation or supervision to the initial VERP seminar. I thought this would provide an opportunity to discuss the clips. However, not all trainee EPs were able to record themselves in practice and some of the trainees did not feel comfortable looking at the video clips with the other trainees. I think this would have been a useful exercise to practise micro-analysing and editing the clips.

Throughout my VERP guider role I was interested in learning more about VERP myself. I was particularly interested in developing my skills as a VERP guider, particularly as I was new to VIG. I was curious about how I could develop my practice within a less traditional model of 'peer supervision'. Whilst developing initial targets, it was interesting to examine the principles for attuned interaction alongside consultation skills. I think there are some overlaps between the two. I chose two initial targets which focused on extending others responses, whilst providing help when required and an emphasis on scaffolding the amount of support needed when engaging with trainee EPs.

Throughout the three cycles of VERP I noticed changes in relation to learning and development within my practice. Similarly to the other trainee EPs, I recognised some of the less desirable aspects of my practice as well as my strengths. For example, I recognised that I often spoke too quickly. I really valued the use of working points within VERP, as not only could I focus on what went well, I could also comment on how I could perhaps do more of this but also think about how to improve less desirable aspects of practice. These were then reviewed within the next cycle and I agree again with other trainees views that there are noticeable changes in the interactions made across the three cycles.

Trainee EPs are often encouraged by university tutors to provide written accounts when reflecting on their practice retrospectively. In my view, VERP provides an additional level of reflection, as trainee EPs are reflecting 'in the moment' and they are focusing on their interaction skills, as well as their application of a particular framework or psychological approach. The action research design also fits well with the cycle of reflection, planning, observing and action.

Overall, VERP was congruent with supporting the learning and development of trainee EPs. VERP provided a useful framework, which encouraged trainee EPs to develop targets and work towards these, using video evidence.

5.6 Future directions

The overall findings suggest that VERP is a useful pedagogical approach for supporting trainee EP's to develop their consultation and peer supervision skills. VERP offers the opportunity for universities to adopt this approach to supporting trainee EP's within Educational Psychology training courses across various universities as Begley (2013) provided an example from Institute of Education in London. As this study highlights the benefits of VERP as reported by trainees after working with a peer, it would be useful for universities to consider supporting trainees to use VERP with another peer, to begin with. This could be adapted to enable trainees to work in groups with peers whom they feel comfortable with. In addition, trainees could have the opportunity to use VERP with their university tutors or placement supervisors. However, as findings from this study indicated, this would depend upon the relationship between the trainee and their supervisor.

Furthermore, university tutors rarely have the opportunities to observe trainees in practice and VERP offers this opportunity for trainee EPs to share video clips of themselves in practice

with their university tutors or placement supervisor. The strengths-based focus of this intervention could encourage trainee EPs to feel more confident about putting themselves 'under the spotlight' as it were. The supervising tutor would be required to have completed the initial two day VIG training course and be working towards stage one of becoming an accredited guider (as minimum experience). These video clips could also be used to provide evidence for trainee EPs meeting specific competencies which are required for becoming a qualified EP. VERP provides an opportunity for trainees to take ownership of their professional development by selecting aspects of their practice and their interactions with clients they wish to develop.

As VERP intends to support the development of professionals' interaction skills, it remains challenging how best to explore the mechanisms that bring about change, particularly during EP consultation (Sheridan et al, 2000). However, through the use of the 'principles for attuned interaction' this provides a list of skills being demonstrated within video clips. Professionals are therefore able to identify aspects of their interactions they are pleased with and those they would like to develop further. The video clips provide evidence of meeting those skills.

Finally, VERP has wider relevance than solely supporting trainee EPs as it can be used for a wide range of purposes as discussed in Chapters Two and Four. In this study trainees also discussed the possibilities of using VERP to support various professionals. EPs are well placed to be able to offer this work to service users, as VERP is considered an evidence-based intervention. For example, within EPSs there are opportunities for EPs to commission VERP within schools. There is a growing evidence base surrounding the effectiveness of VERP and further research within various professional fields is required.

Further research in relation to the use of VERP is required to support the growing evidence base. It would be interesting to examine the actual changes which are found within aspects of trainee EPs practice within consultation and peer supervision. For example, it would be interesting to compare perhaps pre and post intervention, whether or not there are noticeable differences within consultation and supervision. As Begley (2013) suggested, it could be useful to consider these as an aspect to further examining the mechanisms that enable change and learning to take place within the shared review process.

5.7 Concluding statement

This study aimed to explore the use of VERP to support the development of trainee EPs' consultation and peer supervision skills. This study focused on supporting primarily a group of three trainee EP's, plus myself. I aimed to explore trainee EPs experiences, as well as exploring the VIG supervisors' experiences of using VERP. I was particularly interested to explore views about the shared review process, their experiences of being filmed. In addition, I was also interested in examining the ways in which VERP supports professional development.

This study sought to answer the following research questions:

1: What are trainee EPs views of participating in VERP?

   Sub research questions:

o   How do trainee EPs experience being filmed?

o   What are the trainee EPs experiences of a shared review?

2: How does VERP support the learning and development of trainee EPs' practice?

3: What are the VIG supervisor's experiences of VERP?

This study considered VERP as a useful intervention to support the development of trainee EPs professional skills. This study achieved the initial aims of seeking participants' views of their participation in VERP. However, it is important to consider that this is a small piece of action research, with a small sample over a short period of time. However, in order to reduce concerns regarding the validity and reliability of this study, I carefully followed the criteria commonly used for demonstrating the quality of qualitative research as outlined in Chapter Three.

VERP is considered an alternative to expert-led training which is often offered within the workplace (Barrow and Todd, 2015). VERP offers an intervention which emphasises the importance of relationships and provides support for professional learning and development through offering opportunities for professionals to develop their interactions with their clients.

This study aimed to extend the work of Begley (2013) which I believe was achieved. I was able to explore similar concepts which focused on trainee EPs experiences of participating in VERP and examining some of the aspects of supporting learning and development. However, instead of trainees working with university tutors, I acted as a 'peer supervisor' in the role of a VERP guider. I think this seemed to change the dynamics of the interactions, particularly in relation to trainees comfort levels. However, similar findings were reported within both this study and Begley's (2013) study, suggesting the importance of improving interactions and continuing to build relationships at all levels.

Interestingly, findings from trainee EPs and the VIG supervisor suggested that usual EP supervision is often considered as 'managerial' and peer supervision usually being 'problem-focused'. Trainees discussed the tension between wanting to further develop their skills, but

due to a lack of time and tools to reflect upon their practice, this remained a challenge. This is interesting because as trainee EPs there is an emphasis on skill development and improving practice however, due to pressing demands upon EPSs' and trainee EPs often becoming link EPs to schools, there is not always the opportunity to utilise supervision in the way which trainees may wish to. This study not only provided an opportunity for trainees to participate within VERP to develop their skills, but also provided them with a practical tool which could be utilised within the future, at the individual level or within perhaps an EPS or doctoral training course in a university.

Overall, this study provided further evidence for the effectiveness of using VERP to support the development of trainee EPs practice, particularly in relation to trainee EPs perceptions of their peer supervision and consultation skills.

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Appendices

Appendix 1: The Principles for Attuned Interactions

AVIG UK principles of attuned interaction and guidance
(for professional reflection on their own communication (Kennedy and Landor, 2015)

Are you?	by	In order to develop
Being attentive	• Looking interested • Turning towards • Friendly intonation and posture e.g. nodding, smiling etc • Giving time and space for the other • Wondering what they are doing, thinking or feeling	The foundation of intersubjectivity
Encouraging initiatives	• Waiting • Listening actively • Showing emotional warmth through intonation • Naming positively what you see, hear, think or feel • Naming what you are doing, hearing, thinking or feeling • Looking for initiatives	
Receiving initiatives	• Showing you have heard, notices the other's initiative • Receiving initiative with friendly body language • Returning eye-contact, smiling, nodding in response • Receiving what the other is saying or doing with words • Repeating/using the other's words or phrases	Intersubjectivity
Developing attuned interactions	• Receiving and then responding • Checking the other is understanding you • Waiting attentively for your turn • Giving a second (and further) turn on the same topic • Giving and taking short turns • Interrupting long turns and checking for reception • Supporting turn taking if in a group • Contribution to interaction/actively and equally • Co-operating and helping each other	
Guiding	• Extending, building on other's response • Scaffolding – judging the amount of support required and adjusted • Giving information when needed • Providing help when required • Offering choices that they can understand • Making suggestions they can follow	Mediated learning
Deepening discussions	• Supporting goal-setting • Sharing viewpoints • Discussing and collaboratively and problem-solving • Naming difference of opinion • Investigating the intentions behind words • Naming contradictions/conflicts(real or potential) • Reaching new shared understandings • Managing conflict (back to being attentive and receiving initiatives with the aim of restoring attuned interactions)	

Appendix 2: Seven Steps to a Shared Review (Kennedy, 2011)

1. Naming what you are about to see and explaining purpose Looking at the video-clips

2. Open tentative questions or sharing what you see

3. Watching and creating space for the client's response

4. Reception of the client's response Mindful response to your own feelings Respond naming your own thoughts or build on the client's ideas

5. Checking for reception of your statement. Support the client to think about it

6. Continue giving and taking short turns between you, your client and video-clip

7. Deepen discussion by exploring thoughts and feelings. Moving to possible new narratives about self, other and relationship

At each turn you judge if you want to give information or give space or activate possibly using video-clip

Silhanova, K. & Kennedy, H. (201

Appendix 3: VERP Seminar Powerpoint Slides

Video Enhanced Reflective Practice (VERP)

Seminar for Trainees
Wednesday 15th April
2015
Sarah Murray

Aims of this session

- To provide a brief overview of my research
- To provide an overview of VERP
- To explore the use of VERP in a professional learning context, specifically in relation to developing consultation skills as trainees
- To acquire knowledge of basic communication principles based on Video Interaction Guidance (VIG)
- To develop analytical skills when looking at film extracts

Part one
_____

My research

Using Video Enhanced Reflective Practice (VERP) to support the development of Trainee Educational Psychologists' consultation and peer supervision skills

Aims:

- To explore how the VERP process can be used as a tool to support the development of trainee educational psychologists' consultation and peer supervision skills
- Exploration of participants thoughts and feelings of using VERP to enhance their professional development

2

Research Questions

- How do trainee educational psychologists' feel about using VERP as a tool to support their professional development?

- What impact does VERP have on the development of trainee educational psychologists' consultation skills in relation to their individual learning goals?

- What do trainee educational psychologists' perceive as the mechanisms to enable change and learning to take place through the use of VERP?

Rationale

- Educational psychologists' work collaboratively with people in complex situations across different settings and therefore require sound interpersonal and communication skills.

- In order to practice effectively, educational psychologists' today are required to use consultation, problem-solving and negotiation skills, as well as having the ability to communicate psychological knowledge and insights to service users (BPS, 2014).

Part two

What is VERP?

What is VERP?

- Video Enhanced Reflective Practice™ (VERP) is a method of professional development that focuses on enhancing attuned interactions through a specific way of using video reflection.
- Through 'reflective practice', people can take ownership of their own development in their work environment by reviewing and reflecting on their professional action.

VIG/VERP values and beliefs

Values	Beliefs
Respect	Everybody is doing the best they can at the time
Trust	All people, even in adverse situations, have the capacity to change
Hope	People have an innate desire to connect with others
Co-operation	People must be actively involved in their own change process
Connections	Affirmation and appreciation of strengths is the key to supporting change
Appreciation	Recognition and empathetic regard for what people are managing builds trust

What is the difference between VERP and Video Interaction Guidance (VIG)?

- Video Interaction Guidance (VIG) uses video to help people understand and improve their communication with others.
- It is mainly used to help clients bring about positive change in their important relationships.
- VIG is often used when working with a child and their caregiver.
- VIG is designed to empower adults through the process of their *learning* through exploring their own experiences rather than being *told* how to communicate (Kennedy et al, 2011).

Origins of VIG

- Professor Colwyn Trevarthen became interested in the relationships between a parent and their child and he has studied these interactions over the last 40 years. In particular, he was interested in the 'communicative dance' he observed between the parent and child (Kennedy et al, 2011).

- This work inspired Biemans in the early 1980's and both Biemans and Trevarthen began to develop discussions associated with primary inter-subjectivity. This is "the process of communication that takes place between two people, in which emotions are actively expressed

Theories underpinning VIG

- The notion of 'reflective functioning' which indicates the ability to think about your own communication (Fonagy et al, 1991)
- Mediated learning and scaffolding (Bruner, 1996)
- Zone of Proximal Development (Vygotsky, 1978)
- Person-Centred Approach (Rogers, 1979)
- Self-modelling (Bandura, 1969)
- Video Self-Modelling (Bakermans-Kranenburg et al, 2003)
- Cognitive Dissonance (Festinger,1957)
- The Broaden and Build theory of human emotion (Fredrickson, 2001).

Secondary Intersubjectivity

- Secondary intersubjectivity is using others reactions as a reference point to resolve how to respond to a particular situation.

- For example: the caregiver and the infant share experiences of an object or third person like when a child see's a big colourful bunch of balloons and points at it so that the caregiver engages in the emotion with the child (Kalat and Shoita, 2007).

Attuned Interactions

- "The term 'attuned interactions' describes a communication where two or more people have an effect on each other by being mutually receptive and sensitively responsive.

- The term comes directly from Colwyn Trevarthen's view of intersubjectivity, with the proposition that in any conversation there are two equally important people where the emotional dialogue is of central importance."

(Kennedy and Landor, 2015)

The core principles of attuned interaction (Kennedy et al, 2011)
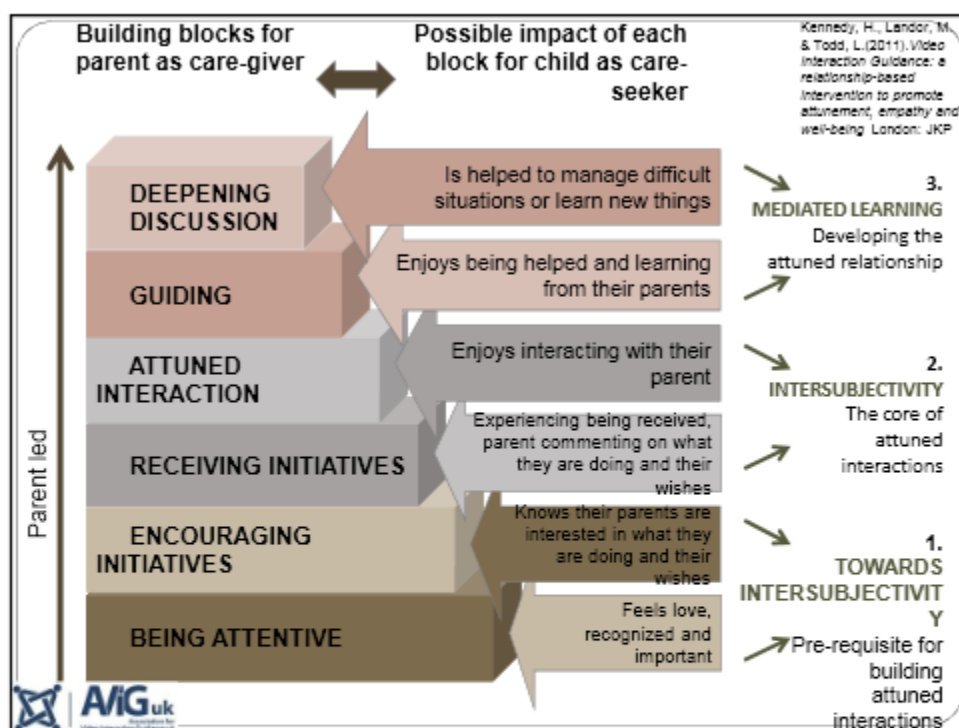
Contact Principles
3. Are you receiving initiatives?

- Showing you have heard, notices the other's initiative
- Receiving initiative with friendly body language
- Returning eye-contact, smiling, nodding in response
- Receiving what the other is saying or doing with words
- Repeating/using the other's words or phrases

Contact Principles
4. Are you developing attuned interactions?

- Receiving and then responding
- Checking the other is understanding you
- Waiting attentively for your turn
- Giving a second (and further) turn on the same topic
- Giving and taking short turns
- Interrupting long turns and checking for reception
- Supporting turn taking if in a group
- Contribution to interaction/actively and equally
- Co-operating and helping each other

Nested Intersubjectivity

VALUES and BELIEFS

Attuned interactions

VIG Supervisor/colleague

↕

VERP Guider

↕

VERP Trainee

↕

Client

Kennedy & Silhanova, 2014
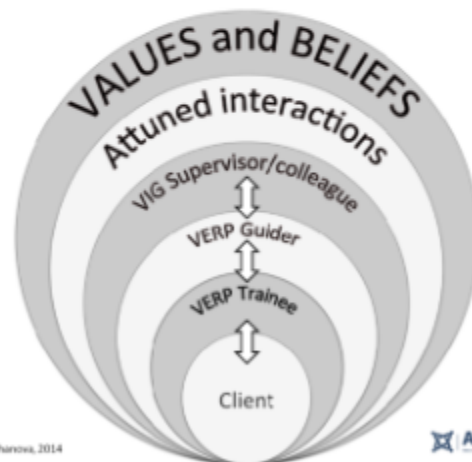
Activity

- Let's now look at the video clips you have brought with you.
- Please can you use the principles of attuned interactions table to explore examples of where you followed one or more of these.
- Discuss with a partner

Shared Reviews

- Before each of the three shared reviews, you will be asked to record **10 minutes** of a consultation. This can be any 10 minutes at all.
- Please try to capture **all** of those who are present and those who have given consent to participate.
- You will then be asked to playback the consultation recording using Windows Media Player. You may wish to play back the video on several occasions. Please then select **three** clips where you feel you have shown some of the core principles of attuned interaction, where you feel you have demonstrated a good example interaction.
- Write down the video times for each of the **three** clips. You will be asked to share these with the VERP guider during your shared review. You will also have the opportunity to discuss these clips further and reflect upon your practice. The video acts as a retrospective mirror.

Shared Reviews

- During each shared review you will be asked to complete a page in the VERP booklet (see booklet).
- With your permission the VERP guider will record the shared review sessions.
- The VERP guider will then also select **three** clips of successful interactions and discuss these with the VIG supervisor (Susanna).
- These clips will be discussed and the VERP guider will reflect upon her practice too.
- These will be selected and the VERP guider will also develop working points (see booklet).

Any questions?

Appendix 4: Interview schedule for trainee EPs

Semi-structured interview schedule for trainee EP's

(Edited from the interview schedule carried out by Begley, 2013)

A. *Experience of VERP*

1. What were your initial reactions and expectations when you heard about the VERP programme?

2. How would you describe what it is like to be filmed for VERP?

   Prompt: during filming? / watching it back? / how did it make you feel?/ affect the consultation?

B. *Learning via a shared review*

3. Could you describe what happens in a shared review, in your own words?

   Prompt: what sort of video clips might be discussed?

4. How would you describe your experience of taking part in a shared review?

   Prompt: is it different discussing working points vs. successful clips? / anything surprising that came up?/ supportive vs. challenging / differences between a shared review with one peer rather than a group of peers

5. How did you find carrying out a shared review with another trainee? Do you think this may have been different if you carried this review out with a tutor or placement supervisor? If so, in what way?

6. What makes a productive shared review meeting, in your opinion?

   Prompt: people involved? /questions which were asked?/ outcomes achieved

7. Can you describe examples of successful interactions that arose in your shared review?

   Prompt: Was this surprising? How did you realise this? Who noticed this? What was it like to realise this?

8. What sorts of issues or learning points arose for you during your shared review(s)?

   Prompt: Was this surprising? How did you realise this? Who noticed this? What was it like to realise this?

9. Did anything else arise in your shared review that you found surprising?

   Prompt: anything about yourself or interpersonal interaction style?

C. *Perceived Change*

10. Do you feel that VERP has influenced your professional practice? If yes, how did VERP do this?

    Prompt: what mechanisms allowed learning to take place?

11. To what extent do you think the theory behind VERP ('contact principles' and 'attunement') are important / have influenced the way you interact with others?

    Prompt: professionally?

D. *Evaluation points*

12. Can you see the potential to use VERP again in the future? If so, in what ways?

13. Can you think of any other ways which VERP could be used?

14. Can you think of any other factors which you think could influence your views about this research?

Prompt: the fact that I am a peer/friend and it is my research, could this influence your opinion?

15. What, if anything, could have made your experience of VERP even better?

16. What other methods do you think could be used to develop consultation skills?

Prompt: for example methods not using video or using video perhaps for shorter cycles?

Appendix 5: Interview schedule for VIG supervisor

Semi-structured interview schedule for VIG supervisor

(Edited from the interview schedule carried out by Begley, 2013)

A. *Experience of VERP*

1. What were your initial reactions and expectations when you heard about the VERP programme?

2. How would you describe what it is like to be supervising VERP work?

3. How do you think VERP is similar to VIG?

4. How does supervising VERP work differ from supervising VIG work?

5. Do you think this would have been any different supervising a qualified EP?

6. What makes a productive shared review meeting, in your opinion?

B. *Perceived Change*

7. To what extent do you think the theory behind VERP ('contact principles' and 'attunement') are important / have influenced the way you interact during a shared review?

8. Do you think the VERP process supported me to bring about change? If so, how?

C. *Evaluation points*

9. Can you see the potential to use VERP again in the future? If so, in what ways?

10. Can you think of any other factors which you think could influence your views about this research?

Prompt: the fact that I am a peer/friend and it is my research, could this influence your opinion?

11. Do you feel that there is a place for VERP within the psychology service? If so, in what ways?

Video Enhanced Reflective Practice (VERP)

An approach to enhance effectiveness in professional-professional and professional-client communication.

The core principles of attuned interaction (Kennedy, Landor and Todd, 2011)

Learning Goals

In relation to the development of consultation skills with a focus on improved interactions, what would you like to explore through the process of VERP?

Rating Please Circle and name B (baseline), H (hoped-for), and A (achieved at end):	**Target 1** (Describe target)											
	Not Present	1	2	3	4	5	6	7	8	9	10	Alw ays pres ent
Descriptor of baseline level:												
Descriptor of level achieved												

Rating Please Circle and name B (baseline), H (hoped-for), and A (achieved at end):	**Target 2** (Describe target)											
	Not Present	1	2	3	4	5	6	7	8	9	10	Alw ays pres ent
Descriptor of baseline level:												

Descriptor of level achieved

Shared Review Process

1ˢᵗ Video Review   **Date: ....**   Context of the Video   What I am pleased with

My working points

1

2

3

What I am going to do next to follow this up

2nd Video Review   **Date: ....**

Context of the video

What I am pleased with

My working points

1

2

3

What I am going to do next to follow this up

3rd Video Review   **Date: ....**

Context of the video

What I am pleased with

My working points

1

2

3

What could I do next to follow this up

Celebration

Please complete the levels achieved on the TME learning goals page and answer the following questions.

What is the key learning that I will take away from this course?

Would you recommend this programme of work to a colleague? If yes,why?

Any other comments

Thank you for your participation!

Appendix 7: The University of Birmingham Ethical Approval

UNIVERSITY OF BIRMINGHAM **APPLICATION FOR ETHICAL REVIEW**

Who should use this form:

This form is to be completed by PIs or supervisors (for PGR student research) who have completed the University of Birmingham's Ethical Review of Research Self Assessment Form (SAF) and have decided that further ethical review and approval is required before the commencement of a given Research Project.

Please be aware that all new research projects undertaken by postgraduate research (PGR) students <u>first registered as from 1st September 2008</u> will be subject to the University's Ethical Review Process. PGR students first registered before 1st September 2008 should refer to their Department/School/College for further advice.

Researchers in the following categories are to use this form:

1. The project is to be conducted by:
   - staff of the University of Birmingham; or
   - a research postgraduate student enrolled at the University of Birmingham (to be completed by the student's supervisor);
2. The project is to be conducted at the University of Birmingham by visiting researchers.

Students undertaking undergraduate projects and taught postgraduates should refer to their Department/School for advice.

NOTES:

➢ Answers to questions must be entered in the space provided.
➢ An electronic version of the completed form should be submitted to the Research Ethics Officer, at the following email address: aer-ethics@contacts.bham.ac.uk. Please **do not** submit paper copies.
➢ If, in any section, you find that you have insufficient space, or you wish to supply additional material not specifically requested by the form, please it in a separate file, clearly marked and attached to the submission email.
➢ If you have any queries about the form, please address them to the Research Ethics Team.

UNIVERSITY OF BIRMINGHAM **APPLICATION FOR ETHICAL REVIEW**	*OFFICE USE ONLY:* Application No: Date Received:

1. TITLE OF PROJECT

Using Video Enhanced Reflective Practice (VERP) to support the development of Trainee Educational Psychologists consultation skills

2. THIS PROJECT IS:

University of Birmingham Staff Research project ☐

University of Birmingham Postgraduate Research (PGR) Student project ☒

Other ☐ (Please specify):

3. INVESTIGATORS

a) PLEASE GIVE DETAILS OF THE PRINCIPAL INVESTIGATORS OR SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family name	Dr X
Highest qualification & position held:	Doctorate; University tutor of the Professional Training in Applied Child and Educational
School/Department	School of Education
Telephone:	X
Email address:	X @bham.ac.uk

Name: Title / first name / family name	X
Highest qualification & position held:	Director of Professional Training in Applied Child and Educational Psychology training course
School/Department	School of Education
Telephone:	X
Email address:	X @bham.ac.uk

b) PLEASE GIVE DETAILS OF ANY CO-INVESTIGATORS OR CO-SUPERVISORS (FOR PGR STUDENT PROJECTS)

Name: Title / first name / family name	N/A
Highest qualification & position held:	
School/Department	
Telephone:	
Email address:	

c) In the case of PGR student projects, please give details of the student

Name of student:	Sarah Murray	Student No:	13X
Course of study:	Professional Training in Applied Child and Educational Psychology	Email address:	X@bham.ac.uk
Principal	X		

Name of student:	N/A	Student No:	
Course of study:		Email address:	
Principal			

4. ESTIMATED START OF   Date: | April 2014 | **PROJECT**

ESTIMATED END OF   Date: | June 2015 | **PROJECT**

FUNDING

List the funding sources (including internal sources) and give the status of each source.

Funding Body	Approved/Pending /To be submitted
N/A	

If applicable, please identify date within which the funding body requires acceptance of award:

Date: | N/A |

If the funding body requires ethical review of the research proposal at application for funding please provide date of deadline for funding application:

Date: | N/A |

5. SUMMARY OF PROJECT

Educational Psychologists' work collaboratively with people in complex situations across different settings and therefore require sound interpersonal and communication skills. In order to practice effectively, educational psychologists' today are required to use consultation, problem-solving and negotiation skills, as well as having the ability to communicate psychological knowledge and insights to service users (BPS, 2014).

Throughout the doctoral training course, trainee educational psychologists' are developing their ability to become reflective psychological practitioners. This study aims to explore if using Video Enhanced Reflective Practice (VERP) with trainee educational psychologists' can enhance the development of their consultation and peer supervision skills. VERP is a strengths-based method of professional development (Kennedy and Landor, 2014) which will allow trainees to closely engage in their practice, whilst reflecting on their interactions with service users.

Many are reluctant to engage in videoing themselves however this study aims to see whether or not there is more engagement through using video as a process of professional development. This will involve trainees reviewing video clips working with myself (also a trainee educational psychologist) as the guider to explore the strengths within the clips within three cycles. This will provide a dual learning experience as I will then work with a qualified educational psychologist to examine my practice as the guider. This will take place through using a Participatory Action Research design. The data will be collected through individual interviews with participants, as well as through analysing the VERP booklets which participants will complete through the process. This data will then be transcribed and analysed using Thematic Analysis (Braun and Clarke, 2006) in order to examine themes.

I intend to explore the following research questions:

1. How do trainee educational psychologists' feel about using VERP as a tool to support their professional development?

2. What impact does VERP have on the development of trainee educational psychologists' consultation skills in relation to their individual learning goals?

3. What do trainee educational psychologists' perceive as the mechanisms to enable change and learning to take place through the use of VERP?

I aim to deliver an initial Video Enhanced Reflective Practice (VERP) training seminar to trainee educational psychologists' who are interested in participating in the study. I aim to work with trainees on placement within the Local Authority where I am training to be an Educational Psychologist (EP). Trainees will be asked to participate in this study if they are interested in developing their consultation skills through the use of editing video clips.

They will be asked to film three separate consultation meetings (involving parents/carers and school staff). They will then be asked to edit these clips focussing on what aspects of the consultation they felt went well.

Trainees will then work with myself (an active participant within this study) to discuss the positive aspects of the consultation in relation to the principals of attuned interaction (the theoretical underpinnings of the VERP model) and I will film these shared review sessions. I will then edit the video clips and share these with my Video Interaction Guidance (VIG) supervisor whereby I will be aiming to also develop my peer supervision skills.

There appears to be a growing evidence base for the use of VERP within an adult learning environment, through the use of VERP I aim to explore the effectiveness of this as a potential approach for Continuing Professional Development (CPD). I also intend to explore participants' feelings and experiences of using VERP as well as exploring what aspects of the process enable any change and learning throughout the process.

6. CONDUCT OF PROJECT

Please give a description of the research methodology that will be used

This study will use a qualitative methodology adopting an Research design. This design will be used as it aims to enable practitioners to evaluate their current practice, enabling practitioners in bringing about positive change (Mc Niff and Whitehead, 2011). This design also allows practitioners to explore and reflect on their practice as 'action' is part of the research process, the VERP model fits well with this design. Practitioners are not 'told' what to do to bring about change within an action research design, as they will be involved in professional enquiry, they can explore and examine how to bring about change (Mc Niff and Whitehead, 2011). As I intend to be an active participant, this is different to traditional social science research, rather than doing research 'to' (often the case in social science research) the action research design will allow the researcher to do the research 'with' others (Mc Niff and Whitehead, 2011) within the educational psychology profession. Advantages of this deign include increasing the sense of participant ownership of process and outcomes and increasing the likelihood that findings will be used for a practical purpose. As participants are actively involved, participants are likely to develop confidence, skills and knowledge.

The data will be collected from individual semi-structured interviews with each participant (see appendix 1). The data collected within the VERP booklets (see appendix 2a) completed will also be collected analysed.

7. DOES THE PROJECT INVOLVE PARTICIPATION OF PEOPLE OTHER THAN THE RESEARCHERS AND SUPERVISORS?

Yes ☒ No ☐

Note: "Participation" includes both active participation (such as when participants take part in an interview) and cases where participants take part in the study without their knowledge and consent at the time (for example, in crowd behaviour research).

If you have answered NO please go to Section 18 . If you have answered YES to this question please complete all the following sections.

8. PARTICIPANTS AS THE SUBJECTS OF THE RESEARCH
Describe the number of participants and important characteristics (such as age, gender, location, affiliation, level of fitness, intellectual ability etc.). Specify any inclusion/exclusion criteria to be used.

The participants within the study include:

- Three trainee educational psychologists' (in year 2 and 3 of the doctoral training course at two different universities aged between 25 and 35 years)
- All females
- All trainees are on placement in the Local Authority which I am currently working in
- A qualified Educational Psychologist who is trained in VIG and is training to be an accredited VIG supervisor

I am aware that the participants (including myself) work in the same Local Authority; therefore I acknowledge that this could potentially cause some ethical issues. However, I intend to ensure that I maintain professional boundaries whilst ensuring participants are aware of their right to withdraw without any consequences. Furthermore, as trainee educational psychologists' we often engage in close peer supervision to support with our usual professional practice, therefore it is a process we are familiar with.

9. RECRUITMENT
Please state clearly how the participants will be identified, approached and recruited. Include any relationship between the investigator(s) and participant(s) (e.g. instructor-student).

Note: Attach a copy of any poster(s), advertisement(s) or letter(s) to be used for recruitment.

An information letter will be sent to all trainee educational psychologists in the Educational Psychology Service via email (see appendix 3a) explaining the study and asking for volunteers (British Psychological Society, ethical guidelines Ethics, 2009; 1.3 and BERA, 2011; 11). Those who are interested in participating in the study will contact the researcher via email. A separate information letter will be sent to the VIG supervisor within the service (see appendix 3b). Finally, an additional letter will be sent to consultees asking for their consent to film the consultation (see appendix 3c). Trainee educational psychologists will invite the consultees through sending the information letter. Within this letter it will be explained that they are under no obligation to take part in the research and that the researcher is focussing on the trainee educational psychologists interactions with them. It will also be explained that they have the right to withdraw at any point during the data collection period. Within these information letters the confidentiality procedures for confidentiality and the right to withdraw will be explained (British Psychological Society, ethical guidelines, 2009 1.2 and 1.4). The consent forms will be completed prior to participation in the research from all parties (British Psychological Society, ethical guidelines 1.3).

Fortunately, I have now been able to select participants. This took place as described it would do above. Trainees were emailed in relation to the project to explore the interest. Those trainees that were interested in participating came along to an initial seminar where I was able to explain this project. Participants were then able to make a decision whether or not to proceed. Three trainee educational psychologists'' have agreed to participate along with a VIG supervisor.

10. CONSENT
a) Describe the process that the investigator(s) will be using to obtain valid consent. If consent is not to be obtained explain why. If the participants are minors or for other reasons are not competent to consent, describe the proposed alternate source of consent, including any permission / information letter to be provided to the person(s) providing the consent.

Initial informed consent will be sought directly from trainee educational psychologists' and the VIG supervisor (BERA ethical guidelines 34, 2011). The letter will include several boxes whereby the consent choices will be broken down (please see appendix 3a).

Trainee educational psychologists will invite consultees to be filmed during the consultation through the use of written consent in the form of a letter (see appendix 3c) (BERA ethical guidelines, 2011; 19). The consent section of the letter will be detached so that consultees will be able to take the information section away with them (BERA ethical guidelines, 2011; 10 and 11).

Within the consent letter, consultees will be fully informed of why the study is taking place, the purpose of this and I will ensure they are aware that the focus will not be on them or the child but on the trainee educational psychologist. They will also be informed that the data will be kept for up to ten years. This is in accordance with the Data Protection Act (1998).

My contact details (work address, phone number and email) will be made available to all participants (trainee educational psychologists', VIG supervisor and consultees) (British Psychological Society ethical guidelines, 2011; 3.2)

Note: Attach a copy of the Participant Information Sheet (if applicable), the Consent Form (if applicable), the content of any telephone script (if applicable) and any other material that will be used in the consent process.

b) Will the participants be deceived in any way about the purpose of the study?   **Yes** ☐ **No** ☒

If yes, please describe the nature and extent of the deception involved. Include how and when

the deception will be revealed, and who will administer this feedback.

---

11. PARTICIPANT FEEDBACK

Explain what feedback/ information will be provided to the participants after participation in the research. (For example, a more complete description of the purpose of the research, or access to the results of the research).

Participant feedback will be shared with all participants during the autumn term 2015 after I have been able to analyse the data and provide feedback. I will also provide participants with a debrief statement (see appendix 4).

The results of this study will then be written into my volume one thesis but restricted to protect the confidentiality of participants. Participants will also be invited to share and reflections and ask any further questions about the process.

12. PARTICIPANT WITHDRAWAL

a) Describe how the participants will be informed of their right to withdraw from the project.

Participants will be provided with written information informing them of the right to physically withdraw (British Psychological Society, ethical guidelines 2009, 1.4 and BERA guidelines, 2011; 15). Data will be stored against participants (trainee educational psychologists and VIG supervisor). After participation, the filming period and the 1:1 interviews, participants will not be able to withdraw their data but participants will be informed of this (BERA ethical guidelines, 2011; 11).

b) Explain any consequences for the participant of withdrawing from the study and indicate what will be done with the participant's data if they withdraw.

There will be no consequences for any participant wanting to withdraw from the study. If participants wish to withdraw during the data collection process, their data will be removed and will not be analysed. If participants wish to withdraw, their video will be deleted from the video recorder and any written information will be shredded.

13. COMPENSATION

Will participants receive compensation for participation?

      i) Financial   **Yes** ☐ **No** ☒

      ii) Non-financial   **Yes** ☐ **No** ☒

If **Yes** to **either** i) or ii) above, please provide details.

If participants choose to withdraw, how will you deal with compensation?

14. CONFIDENTIALITY

a) Will all participants be anonymous?   **Yes** ☐ **No** ☒

b) Will all data be treated as confidential?   **Yes** ☐ **No** ☒

Note: Participants' identity/data will be confidential if an assigned ID code or number is used, but it will not be anonymous. Anonymous data cannot be traced back to an individual participant.

Describe the procedures to be used to ensure anonymity of participants and/or confidentiality of data both during the conduct of the research and in the release of its findings.

> The videos and any information will not be shared between participants. Participants will be given an ID number so that the data can't be easily connected to the pupils' identity.
>
> Anonymity of data will be partially possible. Those who are aware of who are trainees in the authority I am currently on placement in may be able to trace the findings back to participants. There will also be a pen portrait of each of the participant e.g. what training year they are currently in. However, it would be difficult to trace the findings back to specific participants. Interview data will be assigned to an ID number so when the data is written up, others won't be able to match the identity of the pupil to the interview data.

If participant anonymity or confidentiality is not appropriate to this research project, explain, providing details of how all participants will be advised of the fact that data will not be anonymous or confidential.

> In this study, all participants will be informed that the research will be written up as my thesis. This will not include names of any participants but will include references to qualitative data analysis such as quotes from participants from interviews and the VERP booklets.
>
> As I will be an active participant throughout the research process, full anonymity will not be possible as I will be able to identify them. However, they will be informed that I will keep this data as confidential and will not share this between participants.
>
> Participants will also be informed that the data analysed will be included in my thesis and shared with markers, examiners, my university tutor, my supervisor and the educational psychologists' working in the service.

15. STORAGE, ACCESS AND DISPOSAL OF DATA

Describe what research data will be stored, where, for what period of time, the measures that will be put in place to ensure security of the data, who will have access to the data, and the method and timing of disposal of the data.

Any data (including videos) will be held and kept securely in a locked filing cabinet in X Psychology Service and it will also all be password protected. All videos will also be saved onto an encrypted memory stick. All participants will be informed that data will be stored in this way for 10 years after the research has been completed (in compliance with the University of Birmingham Code of Practice for research) and that all personal details will be removed. After 10 years this information will then be disposed of into confidential information bins for shredding.

Participants will also be informed that my thesis will be made available on The University of Birmingham eTheses Repository which is in line with the university code of practice for research. Postgraduate students will have access to host theses by research postgraduate students of the university and that the material in the archive is available to be browsed, searched, read or printed by anyone interested in its content from the Birmingham University of other educational institutions.

16. OTHER APPROVALS REQUIRED? e.g. Criminal Records Bureau (CRB) checks

☐   YES   ☐   NO   ☒   NOT APPLICABLE

If yes, please specify.

17. SIGNIFICANCE/BENEFITS

This study aims to inform the Continued Professional Development (CPD) and training of educational psychologists. Currently, as part of the doctoral training curriculum, core skills including consultation and peer supervision are taught within the programme. VERP is a model which fits in well with the pedagogic aims and values of the doctoral training programme. This study aims to explore the use of this model in terms of the practical approach as well as exploring participants' views about using VERP to facilitate the learning and development of consultation and peer supervision skills.

The growing evidence base suggests that VERP has been a more useful approach than simply asking individuals to recall their previous experiences. If the individuals used video they were able to use microanalysis to focus on positive moments. Participants may recognise benefits to their own practice after this study.

This could also inform the psychology service which I am currently working in through potentially offering Educational Psychologists a model to inform their CPD such as filming supervision and commenting on their practice. Given the growing evidence base, there is also evidence to suggest that this model can be used in schools to support staff development.

18. RISKS

a) Outline any potential risks to **INDIVIDUALS**, including <u>research staff, research participants, other individuals not involved in the research</u> and the measures that will be taken to <u>minimise</u> any risks and the procedures to be adopted in the event of mishap

I will avoid unnecessary harm to participants and other people, having taken account of foreseeable risks and potential benefits to the research in line with the University of Birmingham Code of Practice for research.

Participants may feel self-conscious about their practice being video recorded. During the training seminar participants will be informed that there videos will not be shared and that the focus is on exploring the positive aspects of the consultation, as a strengths based approach.

This research may involve personally sensitive topics which may impact on the trainees' psychological wellbeing and/or their perception of themselves as a practitioner. Shared reviews and interviews will be undertaken individually and not in a group setting. Should participants feel distressed about any personal topics addressed I will direct them to their placement supervisor in order to seek supervision. I would also discuss this with my university tutor.

b) Outline any potential risks to **THE ENVIRONMENT and/or SOCIETY** and the measures that will be taken to minimise any risks and the procedures to be adopted in the event of mishap.

There will be no risks to the environment or society.

19. ARE THERE ANY OTHER ETHICAL ISSUES RAISED BY THE RESEARCH?

Yes ☐   **No** ☒

If yes, please specify

20. CHECKLIST

f)   Please mark if the study involves any of the following:
g)

- Vulnerable groups, such as children and young people aged under 18 years, those with learning disability, or cognitive impairments   ☐

- Research that induces or results in or causes anxiety, stress, pain or physical discomfort, or poses a risk of harm to participants (which is more than is expected from everyday life)   ☐

- Risk to the personal safety of the researcher ☐

- Deception or research that is conducted without full and informed consent of the participants at time study is carried out   ☐

- Administration of a chemical agent or vaccines or other substances (including vitamins or food substances) to human participants. ☐

- Production and/or use of genetically modified plants or microbes   ☐

- Results that may have an adverse impact on the environment or food safety   ☐

- Results that may be used to develop chemical or biological weapons ☐

h)

i)

j) Please check that the following documents are attached to your application.

k)

l)

		ATTACHED	NOT APPLICABLE
o)	Recruitment advertisement	☒	☐
s)	Participant information sheet	☒	☐
w)	Consent form	☒	☐
aa)	Questionnaire	) ☐	) ☒
ee)	Interview Schedule	) ☒)	☐
ff)			

21. DECLARATION BY APPLICANTS

I submit this application on the basis that the information it contains is confidential and will be used by the

University of Birmingham for the purposes of ethical review and monitoring of the research project described

herein, and to satisfy reporting requirements to regulatory bodies. The information will not be used for any

other purpose without my prior consent.

I declare that:
- The information in this form together with any accompanying information is complete and correct to the best of my knowledge and belief and I take full responsibility for it.
- I undertake to abide by University Code of Practice for Research (http://www.as.bham.ac.uk/legislation/docs/COP_Research.pdf) alongside any other relevant professional bodies' codes of conduct and/or ethical guidelines.
- I will report any changes affecting the ethical aspects of the project to the University of Birmingham Research Ethics Officer.
- I will report any adverse or unforeseen events which occur to the relevant Ethics Committee via the University of Birmingham Research Ethics Officer.

Name of Principal investigator/project supervisor:	Dr XX
Date:	19/03/2015

Please now save your completed form, print a copy for your records, and then email a copy to the Research Ethics Officer, at aer-ethics@contacts.bham.ac.uk. As noted above, please do not submit a paper copy.

Appendix 8: Consent obtained from the Local Authority

Dear Principal Educational Psychologist,

I am a trainee educational psychologist enrolled on a training course at the University of Birmingham, where I am supervised by Dr X Educational Psychologist (EMAIL) who has approved this project. I am currently on placement at X Educational Psychology Service where I work under the supervision of X Specialist Senior Educational Psychologist (EMAIL).

As part of my doctoral research, I am interested in working with trainee educational psychologists to support the development of consultation skills through the use of an approach called Video Enhanced Reflective Practice (VERP) based upon the Video Interaction Guidance (VIG) principles.

What are VIG and VERP?
Video Interaction Guidance (VIG) uses video to help people understand and improve their communication with others. It is mainly used to help clients bring about positive change in their important relationships. Video Enhanced Reflective Practice (VERP) uses the VIG approach specifically to increase effectiveness in interprofessional or professional – client communication. It is an effective way of applying VIG to various training, team-building and professional development projects, leading to sustainable growth in communication skills in an organisation.

How might VERP help?
VERP is a strengths-based approach, where video of normal daily professional activity is micro-analysed into clips demonstrating the principles of attuned interaction. The focus is on what the professional is doing well, even if this is momentary or an exception to their usual pattern. This helps them to recognise their emergent strengths and build on them, and to understand the impact on the other person when they are communicating effectively. The approach works through goal-oriented, learner-led target-setting and review.

Values
With roots in intersubjectivity, social constructivism and pedagogy theories, VERP works in a respectful and collaborative way with clients. It empowers through using edited video clips of "better than usual" communication between people as the basis of a reflective dialogue about how to improve the interaction. It is a relationship-based intervention which helps professionals become more sensitive and attuned to their interaction partner's emotional needs, which in turn helps them to meet their goals.

What is the impact of VIG and VERP?
There is a growing body of evidence for the effectiveness of VIG and VERP, in families, schools, social work, care settings, health, research and business. See Chapters 4, 10 & 11 in Video Interaction Guidance: a relationship-based intervention to promote attachment, empathy and wellbeing 2011, eds. Hilary Kennedy, Miriam Landor and Liz Todd, pub. Jessica Kingsley Publishers and also www.youtube.com/watch?v=6XNxYLthKB4.

I intend to work with three trainee educational psychologists within the service. I will act as the VERP guider and be an active participant in the study, whilst working with a qualified EP who is also my VIG supervisor. Please see attached a table of proposed data collection for participants. This is due to

take place between May 2015-July 2015. There is a possibility that this can be extended to the autumn term if necessary. Participants will be asked to participate in three cycles of VERP.

A consent form is attached for you to sign and return if you are happy to proceed with this study. If you have any concerns or questions, please let me know as soon as possible.

I would be happy to discuss this process further so please do not hesitate to contact me if you have any questions regarding this study. My email address is: X and my phone number is X

Yours faithfully,

Sarah Murray
Trainee Educational Psychologist

_____

Please mark the suitable boxes and sign. Thank you.

| x | I **am happy** for Sarah Murray to proceed with this project in the service |

| | I **am not happy** for Sarah Murray to proceed with this project in the service |

Signed:……………………………………..   Date:…01/05/2015

Appendix 9: Information and consent letters for trainee EPs

Dear trainee,

I am a trainee educational psychologist enrolled on a training course at the University of Birmingham, where I am supervised by Dr X, Educational Psychologist who has approved this project. I am currently on placement at X Educational Psychology Service where I work under the supervision of X Specialist Senior Educational Psychologist.

As part of my doctoral research, I am interested in working with trainee educational psychologists to support the development of consultation skills through the use of an approach called Video Enhanced Reflective Practice (VERP) based upon the Video Interaction Guidance (VIG) principles.

What are VIG and VERP?

Video Interaction Guidance (VIG) uses video to help people understand and improve their communication with others. It is mainly used to help clients bring about positive change in their important relationships. Video Enhanced Reflective Practice (VERP) uses the VIG approach specifically to increase effectiveness in interprofessional or professional – client communication. It is an effective way of applying VIG to various training, team-building and professional development projects, leading to sustainable growth in communication skills in an organisation.

How might VERP help?

VERP is a strengths-based approach, where video of normal daily professional activity is micro-analysed into clips demonstrating the principles of attuned interaction. The focus is on what the professional is doing well, even if this is momentary or an exception to their usual pattern. This helps them to recognise their emergent strengths and build on them, and to understand the impact on the other person when they are communicating effectively. The approach works through goal-oriented, learner-led target-setting and review.

Values

With roots in intersubjectivity, social constructivism and pedagogy theories, VERP works in a respectful and collaborative way with clients. It empowers through using edited video clips of "better than usual" communication between people as the basis of a reflective dialogue about how to improve the interaction. It is a relationship-based intervention which helps professionals become more sensitive and attuned to their interaction partner's emotional needs, which in turn helps them to meet their goals.

What is the impact of VIG and VERP?

There is a growing body of evidence for the effectiveness of VIG and VERP, in families, schools, social work, care settings, health, research and business. See Chapters 4, 10, 11 in Video Interaction Guidance: a relationship-based intervention to promote attachment, empathy and wellbeing 2011, eds. Hilary Kennedy, Miriam Landor and Liz Todd, pub. Jessica Kingsley Publishers, and www.youtube.com/watch?v=6XNxYLthKB4.

If you would like to be involved in this research you would be asked to complete the following:

- Attend an introductory training seminar about VERP (approx. 2 hours). The aim of this seminar is to provide you with more information about the VERP process as well as giving you the opportunity to edit film clips.
- Participate in filming three consultations and then selecting three video clips of positive interactions (you will be required to gain consent from all consultees on three separate occasions. I will provide you with a consent letter for consultees to sign. You will also be required to film each session, I will provide the recording equipment).
- You will then be invited after each consultation to meet with myself (as the VERP guider) to explore the video clips and take part in a shared review on three separate occasions (approx. 1 hour each)
- I would also ask for your consent for me to share these clips with X VIG supervisor/Educational Psychologist in a shared review to explore my learning.
- I would then like you to (and I will too) select three clips from the process which you were particularly pleased about and that you would feel comfortable sharing with other trainees. We will then share these clips within the group as part of a celebration.
- Finally, I would like to interview you about your experiences in participating in the process (approx. 30 minutes).

You are under no obligation to participate in this piece of work and you will remain anonymous in the write up of this study. Your data will not be shared between participants and you have the right to withdraw from the study until after the 1:1 interviews and your data will not be analysed. If you agree to participate, your data will remain anonymous and I would like to feedback your views and experiences to the psychology service and use this information in the write up of my thesis. I will be asked to keep the data for up to ten years but this will be kept in a locked filing cabinet on an encrypted memory stick and any paper work will be kept in here too. After this time any electronic data will be deleted and paper work will be shredded. The videos will be destroyed immediately after data analysis takes place.

A consent form is attached for you to sign and return if you wish to participate in this study. If you have any concerns or questions, please let me know as soon as possible. If you are unsure whether or not you would like to participate, you can attend the VERP seminar and make your final decision then.

I would be happy to discuss this process further so please do not hesitate to contact me if you have any questions regarding this study. My email address is: X and my supervisors email address is: X our phone number is X.

Yours faithfully,

Sarah Murray

Trainee Educational Psychologist

Participants name…………………………………….. Main office base: ………………….

University: …………………………………………... Year of study: ……………

Please tick the suitable boxes and sign. Thank you.

☐ I **would like** to attend the initial VERP seminar before committing to this study

☐ **I give** consent to participate in this study

☐ I **give** consent to be filmed in this study

☐ **I give** consent to be involved in the three cycles of VERP

☐ **I give** consent to be involved in the 1:1 interviews

☐ **I give** consent for the researcher to share my video clips with a VIG supervisor

☐ **I do not give** consent to participate in this study

Signed:……………………………………….. Date:……………………………..

UNIVERSITY OF
BIRMINGHAM

Appendix 10: Information and consent letter for VIG supervisor

Dear VIG supervisor,

I am a trainee educational psychologist enrolled on a training course at the University of Birmingham, where I am supervised by Dr X Educational Psychologist who has approved this project. I am currently on placement at Northamptonshire Educational Psychology Service where I work under the supervision of X Specialist Senior Educational Psychologist.

As part of my doctoral research, I am interested in working with trainee educational psychologists' to support the development of consultation skills through the use of an approach called Video Enhanced Reflective Practice (VERP) based upon the Video Interaction Guidance (VIG) principles.

What are VIG and VERP?

Video Interaction Guidance (VIG) uses video to help people understand and improve their communication with others. It is mainly used to help clients bring about positive change in their important relationships. Video Enhanced Reflective Practice (VERP) uses the VIG approach specifically to increase effectiveness in interprofessional or professional – client communication. It is an effective way of applying VIG to various training, team-building and professional development projects, leading to sustainable growth in communication skills in an organisation.

How might VERP help?

VERP is a strengths-based approach, where video of normal daily professional activity is micro-analysed into clips demonstrating the principles of attuned interaction. The focus is on what the professional is doing well, even if this is momentary or an exception to their usual pattern. This helps them to recognise their emergent strengths and build on them, and to understand the impact on the other person when they are communicating effectively. The approach works through goal-oriented, learner-led target-setting and review.

Values

With roots in intersubjectivity, social constructivism and pedagogy theories, VERP works in a respectful and collaborative way with clients. It empowers through using edited video clips of "better than usual" communication between people as the basis of a reflective dialogue about how to improve the interaction. It is a relationship-based intervention which helps professionals become more sensitive and attuned to their interaction partner's emotional needs, which in turn helps them to meet their goals.

What is the impact of VIG and VERP?

There is a growing body of evidence for the effectiveness of VIG and VERP, in families, schools, social work, care settings, health, research and business. See Chapters 4, 10, 11 in Video Interaction Guidance: a relationship-based intervention to promote attachment, empathy and wellbeing 2011, eds. Hilary Kennedy, Miriam Landor and Liz Todd, pub. Jessica Kingsley Publishers, and www.youtube.com/watch?v=6XNxYLthKB4.

If you would like to be involved in this research you would be asked to complete the following:

- Attend an introductory training seminar about VERP (approx. 2 hours). The aim of this seminar is to provide you with more information about the VERP process as well as giving you the opportunity to edit film clips.
- Participate in shared reviews with myself sharing clips of my interactions as the VERP guider with trainees. I would like to select three clips from the process which I was particularly pleased about and share these with you to support the development of my peer supervision skills.
- You will also be invited to a group celebration. You are under no obligation to attend this session.
- Finally, I would like to interview you about your experiences in participating in the process (approx. 30 minutes).

You are under no obligation to participate in this piece of work and you will remain anonymous in the write up of this study. Your data will not be shared between participants and you have the right to withdraw from the study until after the 1:1 interviews and your data will not be analysed. If you agree to participate, your data will remain anonymous and I would like to feedback your views and experiences to the psychology service and use this information in the write up of my thesis. I will be asked to keep the data for up to ten years but this will be kept in a locked filing cabinet on an encrypted memory stick and any paper work will be kept in here too. After this time any electronic data will be deleted and paper work will be shredded. The videos will be destroyed immediately after data analysis takes place.

A consent form is attached for you to sign and return if you wish to participate in this study. If you have any concerns or questions, please let me know as soon as possible. If you are unsure whether or not you would like to participate, you can attend the VERP seminar and make your final decision then.

I would be happy to discuss this process further so please do not hesitate to contact me if you have any questions regarding this study. My email address is X my supervisors email address is: X and our phone number is X.

Yours faithfully,

Sarah Murray

Trainee Educational Psychologist

Please tick the suitable boxes and sign. Thank you.

| | I **would like** to attend the initial VERP seminar before committing to this study |

| | **I give** consent to participate in this study |

| | **I do not give** consent to participate in this study |

Signed:……………………………………..   Date:……………………………..

Appendix 11: Debrief statement

Debrief Statement

Using Video Enhanced Reflective Practice (VERP) to support the development of Trainee Educational Psychologists' consultation and peer supervision skills.

Researcher: Sarah Murray

Supervisors: Dr. X

Contact Details:

Sarah Murray (Trainee Educational Psychologist and Researcher) at

Email: X

Dr X (Academic Tutor and Research Supervisor) at:

Email: X

Tel: X

The purpose of this debrief statement is to provide you with information regarding the next steps in the above research study. I would also like to take this opportunity to thank you for agreeing to participate in the study.

I just wanted to remind you that I will be asked to keep the data for up to ten years but this will be kept in a locked filing cabinet on an encrypted memory stick and any paper work will be kept in here too. After this time any electronic data will be deleted and paper work will be shredded. The videos will be destroyed immediately after data analysis takes place.

If you would like to withdraw from the study please contact me at the details above. Please do let me know before the 5th August 2015 as this is when I will be beginning to analyse the data.

The next step is now to analyse this information, in order to identify common factors and themes. Once the analysis has been completed, the findings will be shared anonymously with all who participated in the autumn term as well as shared with other trainees and the Educational Psychology Service.

If you would like to withdraw from the study please contact me at the details above.

If you have any further queries regarding the research, please don't hesitate to contact me, or my supervisor using the details above.

Many thanks

Sarah Murray (Trainee Educational Psychologist)

Appendix 12: Information and consent letter for consultees

Dear parents/carers/professionals,

You have been asked to participate in a study which is being carried out by Sarah Murray, trainee educational psychologist who is enrolled on a training course at the University of X supervised by Dr X Educational Psychologist. I am currently on placement at X Educational Psychology Service where I work under the supervision of X, Specialist Senior Educational Psychologist.

As part of my doctoral research, I am interested in working with trainee educational psychologists to support the development of consultation skills through the use of an approach called Video Enhanced Reflective Practice (VERP).

VERP is a strengths-based approach, where video of typical daily professional activity is micro-analysed into clips. **The focus is on what the professional is doing well and less about you and the child you may be talking about.** This helps the trainee educational psychologist to recognise their emergent strengths and build on them, and to understand the impact on the other person when they are communicating effectively.

You are under no obligation to participate in this piece of work. If you agree to participate, your data will remain anonymous and have the right to withdraw your data before the end of the recording. The focus of this research is to explore the development of the trainee educational psychologists' skills. I will be asked to keep the data for up to ten years but this will be kept in a locked filing cabinet on an encrypted memory stick and any paper work will be kept in here too. After this time any electronic data will be deleted and paper work will be shredded. The videos will be destroyed **immediately** after data analysis takes place.

A consent form is attached for you to sign and return if you wish to participate in this study.

I would be happy to discuss this process further so please do not hesitate to contact me if you have any questions regarding this study. My email address is: X and my supervisors email address is: X and our phone number is X

Yours faithfully,

Sarah Murray

Trainee Educational Psychologist

Please keep the previous page for your information

Please tick the suitable boxes and sign. Thank you.

| | **I give** consent to participate in this study |

| | I **give** consent to be filmed in this study |

| | **I give** consent for the TEP to share my video clips with Sarah Murray (researcher) |

| | **I do not give** consent to participate in this study |

Signed:……………………………………..   Date:……………………………..

Appendix 13: Letter to feedback to participants

Dear (participant),

I would like to thank you for your participation in my study in exploring the use of Video Enhanced Reflective Practice (VERP) to support the development of trainee EPs' consultation skills.

After carrying out three cycles of VERP and after I worked with each VERP trainee in a 'shared review', I interviewed each trainee individually. I am pleased that all trainees reported generally positive findings in relation to the use of VERP.

- *Semi-structured interview data*

I aim to summarise some of the key themes which were developed after using Thematic Analysis to analyse the semi-structured interview data from VERP trainees as well as the VIG supervisor, these are illustrated below:

- Trainees discussed the important factors associated with the VERP guider as well as some of the potential challenges with this. Discussions were had regarding the potential for power imbalances if university tutors or placement supervisors were in the role of the VERP guider. However, overall the relationship with the VERP guider was seen as key, despite their role.

- Trainees acknowledged the need for reflection as trainee EPs to work with peers and all appreciated the reflective space which VERP offers. VERP was seen as different to usual supervision, which some trainees felt was often managerial and focused less on discussing professional skill development.

- Trainees acknowledged the factors which have an impact on a shared review. Some trainees reported that they favoured a relaxed atmosphere during the shared review and the structure of the VERP booklets were seen to provide a useful structure.

- Trainees made comments in relation to each of the theoretical underpinnings of VERP which they perceived had an impact upon their development. These are linked to each of the following aspects of VERP:

  1. Reflection
  2. The VERP guider
  3. Strengths-based approach
  4. No 'blame culture' focus on working points
  5. Empowering professionals
  6. Principles for attuned interactions
  7. Taking ownership of professional development
  8. Observing impact of own professional development
  9. Various levels of learning
  10. Potential threats to competency

- Trainees discussed the strengths and challenges of filming and using technology. The strengths seemed to focus on the benefits of using film to reflect upon practice with 'video evidence', rather than relying on retrospective reflection. The challenges seemed to be concerned with becoming familiar with the camera and setting it up, as well as ensuring the battery is charged.

  - Trainees acknowledged various circumstances for potentially using VERP, why VERP would be a useful approach to consider, as well as when VERP could be used as EPs. Examples of these included, using VERP in multi-agency contexts with various professionals, as well as through the potential to commission VERP to schools to support staff-child relationships.

After carrying out the three cycles of VERP where I had the opportunity to share my video clips from the shared reviews from working with each of the trainees, I interviewed the Video Interaction Guidance (VIG) supervisor who supervised this work throughout each of the three cycles. A summary of these findings is presented below:

- The VIG supervisor acknowledged the initial apprehension of participating in VERP but this was viewed as an opportunity to learn more about VERP, given her knowledge and experience of VIG.

- The similarities and differences of VIG and VERP were considered. A greater number of similarities were identified. These included, the 'power' in the use of the video to reflect on practice and the key differences seemed to be perceived as the way in which the VERP trainee selects their own clips to bring to supervision.

- The practical aspects of VERP were considered. These included the usefulness of the VERP structure, awareness of individuals practice as well as recognising the theoretical underpinnings of VIG throughout the process of VERP.

- ***VERP booklets***

In addition to the semi-structured interview data, I also asked trainees to complete a VERP booklet. This enabled a structure for the VERP cycles but also allowed the trainees to keep a record of their work. These field diaries provided information regarding the trainees' initial targets and their successes throughout the three VERP cycles, including information about what they were pleased about in the video clips as well as, their working points.

In order to analyse this data I looked across each of the three VERP cycles for evidence of learning and development. Across all three trainees, the TME data suggested that all trainees increased their baseline score from where they initially perceived themselves to be and where they actually performed.

All trainees were able to record what they were pleased with and their working points within the VERP booklets. All trainees were able to demonstrate reflection and learning had taken place across the three VERP cycles.

Summary

Overall, trainees reported that there were initial feelings of being filmed, however once trainees became more familiar with the filming process and seeing themselves in the video clips, there seemed to be a consensus that this felt more comfortable. All trainees seemed to value the opportunity to reflect upon their practice, each identifying aspects of learning and development in relation to their consultation skills.

I am pleased that the VIG supervisor recognised similarities and differences between VIG and VERP, and that the skills acquired from VIG provided a foundation for supervising the VERP work. I found the supervision crucial to the success of this project. I also have found this project to be a reciprocal learning process, in that I have also been able to identify learning and development within my own practice as the VERP guider.

I hope that you found the experience interesting and that you were able to reflect upon your practice. Should you be interested in carrying out any work using VERP in the future, I would be happy to share any resources you may find useful.

Many thanks again for your participation. I would like to have the opportunity to discuss these findings further. I will be in touch via email to arrange a possible date to meet with you all together.

I would be happy to discuss this work further, so please do not hesitate to contact me if you have any questions regarding this study. My email address is: X

Yours faithfully,

Sarah Murray

Trainee Educational Psychologist

Appendix 14: An example of the transcribed data

Sarah	[Q1.] What were your initial reactions and expectations when you heard about the VERP programme?
Rachel P1	Initially I was a bit apprehensive about being filmed because it's not something that ...
	I don't really like ... but then when I attended the introductory meeting and went through it all I was like actually the benefits I'm hopefully going to get out of that will outweigh my silly fear of being filmed
	and I think as well it was that thing that it sounded like it was going to help me develop my practice which is what it is all about at the moment
	so I was hoping that through doing the VERP I would learn more about me as a consultant
	and the way that I am and the things that I could maybe work on but also the things that I do well and can develop as well
Sarah	Ok, so [Q. 2] how would you describe what it is like to be filmed for VERP?
Rachel P1	Once the camera is set up you do forget it is there, I totally forgot it was there, the only time I remember was when it did a beep and I thought 'oh it beeped at me'!
	The initial set up was a bit ... like oh God we got to set it up and I'm not very good with technology but thankfully I had some very helpful SENCo's who could show me what to do
	but once you are in the consultation you don't focus on the camera because you are that engrossed in what you are doing, focusing on the people in the group, talking, commenting, reflecting
	and the camera is just not there anymore.
Sarah	So you don't think the camera affected your consultation in any way?
Rachel P1	Not at all I just totally forgot about it, unless there was a beep or an interruption but I was just like 'oh it's the camera let's just carry on' .
Sarah	So how did you feel when you watched it back?
Rachel P1	It was alright actually ... I mean I watched it back at home in my own comfort in my own home so it was quite relaxed,
	but I think if I was watching it with other people I might be a bit more apprehensive like in a group but because it was just me and I was watching the whole thing …
	And sometimes I was a bit like ooh and it helped me pick up on things as well that maybe you hadn't realised that you were doing
	it's fine because it is again very relaxed, there's only two of you, you know it's informal, no that's the wrong word, it's a nice contained environment so it's not an issue really.
	and then other times I thought all actually that's quite good and I think because it was just you and obviously I was just talking to like you about it
Sarah	Ok, [Q. 3] could you describe what happens in a shared review in your own words?
Rachel P1	Yep, so basically what happens is prior to the review I pick out some snippets from our consultation that I think I have done well and I look at the principles of attuned interaction and guidance to try and identify what they are (in the video clips)
	and then I have, I come to a shared review where me and Sarah have an initial discussion about what the context of the consultation was and then I show her the clips
	and we talk about what has gone well.

	Sarah is very good at pointing out other things that I have done that have been positive that I haven't necessarily noticed
	and talking about looking at the interactions and the responses of other people which I think when I'm looking for my clips I'm focusing very much on what I am doing
	whereas through the shared review you begin to see the wider picture and how others respond to you which opens up a discussion and from that you identify things that you are pleased with and things that you would like to work on
	and you discuss ways in which you can do that, so it is very much collaborative problem-solving and very much doing what an EP does but helping each other so I guess it's like that peer supervision as well
Sarah	Okay, [Q. 4] how would you describe your experience of taking part in a shared review? Erm ... In terms of is it different discussing successful clips and working points? Was there anything surprising?
Rachel P1	I think you don't necessarily realise, I think that maybe it's just me as a person but as a society we are very good at focusing on the negatives
	and so I think the shared review and I think even when you do VERP and you are looking for the positives
	you still pick up on the negatives as an individual cuz it's something you do
	but through the shared review it's really surprising because someone is actually saying you're doing this well
	and look what you did there you noticed how someone's responded
	and you do get a buzz out of it cuz you begin to feel more like actually I'm not as bad practitioner
	and I'm not saying and all sing in all dancing and dancing but I have got things that I can do and
	it's that positive reinforcement that gives you a buzz sort of thing
Sarah	So it sounds like you're saying you feel you can celebrate some of the things you are doing well as a trainee rather than focusing on what you are not doing well?
Rachel P1	Yeah
Sarah	And I suppose as a trainee as well you are trying to become confident in your own practice ...
	Okay, [Q. 5 pt 1] how did you find carrying out a shared review with another trainee? [Q. 5 pt 2] Do you think that this experience may have been different if you carried out the shared review with a tutor or placement supervisor?
Rachel P1	I think the key thing is the relationship and I think if you have got good relationship and a good rapport with whoever it is it's going to be fine
	and it is that's the important thing and I guess it does depend I guess some tutors are really approachable and really friendly
	and I imagine that in certain situations depending upon your relationship with the other person there might be a power imbalance
	but I think that's more to do with the individual tutor or supervisor whereas if you have got a tutor and supervisor who are very good at what they do
	and are very good at understanding the VERP principles you aren't going to have that
	and it will be that rapport and being able to talk about things and discuss things but I think it's the relationship rather than the positions that people hold that's the important thing
Sarah	That's really interesting, okay, [Q. 6] What do you think makes a productive shared review in your opinion? You know what was helpful in the shared review?

Rachel P1	Hmm ... they have all been productive
Sarah	So I guess when we were working together was there anything in particular that you think helped you in that situation for example? Questions that were asked? What makes it productive?
Rachel P1	I think having the structure really helps, clear purpose, clear goals, clear outcomes (points to VERP booklet)
	I think having someone who knows what they are looking for so that they are attuned and knowledgeable about the VERP principles
	so it's having a VERP shared review person (VERP guider) who is knowledgeable about the process and the principles and is able to ask the right questions,
	so it's those open ended questions and using those discussion ... Basically solution focused discussion points that we are taught
Sarah	Okay great. [Q. 7] Can you describe examples of successful interactions that arose during your shared review? Was there something that you realised in your clips?
Rachel P1	Yes it was something ... I can't remember what it was ... but there was something ... that you pointed out to me and I hadn't realised ... (looks at notes)
	Yeah it was the fact that you said I was very natural and seemed to have a good relationship so that was nice to hear that and that was positive ...
	and then there was something about bringing in other people and, it was a response a parent had given me in my first consultation,
	that's it it was a response a parent had given it was the year 1 teacher and the father and the teacher was very much like 'rah rah', obviously lot's to say and lots of issues
	and some positives as well and I think I kind of turned to ask the father a direct question ...
	and Sarah commented that his face was like he almost lit up as if it was like she wants to hear my opinion, and that was really nice to hear that he felt valued in that situation, yeah that was positive.
Sarah	And was that something that you hadn't noticed?
Rachel P1	No, I hadn't noticed that because I think that I was tending to focus on what I'm doing and thinking what am I doing that's linked to the attuned principles of interaction,
	so it's really nice to have someone point out the impact you are having on others, yeah

Appendix 15: Summary of VERP booklet contents for each trainee EP

Trainee EP 1: Rachel		
TME: Target 1 **To repeat and use others words or phrases** Baseline: 5/10 Hoped for: 9/10 Achieved: 7/10		**TME: Target 2** **To support turn taking in a group** Baseline: 3/10 Hoped for: 8/10 Achieved: 6/10
VERP Cycle	**Pleased with**	**Working points**
Cycle 1	• Positive non-verbal's used frequently • Didn't speak as quickly as anticipated • Natural interactions	• More regular paraphrasing • Use bullet points to record key information • Continuing to develop turn taking skills through using questions
Cycle 2	• Providing containment for staff • Clarifying and summarising key information shared	• Develop alternative ways of recording key information in consultation • Opportunity to discuss solutions and strategies in more detail, rather than being problem focused • Questions and strategies to facilitate the above (further reading)
Cycle 3	• Identifying the purpose of the meeting • Listening and providing opportunities for others to share concerns (managing turn taking)	• Managing dominant members in a group consultation • Recording of information • Managing the length of time people talk
Trainee EP 2: Charlotte		
TME: Target 1 **To ask clarifying and expanding questions** Baseline: 6/10 Hoped for: 8/10 Achieved: 8/10		**TME: Target 2** **To comment and summarise what has been said to show listening and check understanding** Baseline: 6/10 Hoped for: 8/10 Achieved: 8/10
VERP Cycle	**Pleased with**	**Working points**
Cycle 1	• Examples towards my goals generally • Positive non-verbal's used, mirrored by the class teacher	• To ask more clarifying and expanding questions • To use more summarising/commenting • Continue to show active listening through nonverbal cues
Cycle 2	• Saw progress from previous video • Asked more questions which led to deeper probing and summarising • Particular section where	• Continue to use questions to probe more deeply • Continue to summarise, comment and to check understanding

	the class teacher mirrored my non-verbal's, repeated what I said and mirrored by tone change	
Cycle 3	• The use of clarification and expanding questions and continued to use throughout the consultation • Summarising and paraphrasing and continued to check understanding and get an overall picture	• Continue to ensure the use of expanding questions • Continue to ensure the use of summarising and paraphrasing throughout • Consider the use of pauses more often

Trainee EP3: Georgia		
TME: Target 1 **Supporting goal-setting ('deepening discussion')** Baseline: 3/10 Hoped for: 5/10 Achieved: 7/10		TME: Target 2 **Scaffolding-judging the amount of support required and adjusted ('deepening discussion')** Baseline: 5/10 Hoped for: 7/10 Achieved: 9/10
VERP Cycle	**Pleased with**	**Working points**
Cycle 1	• Overall outcome, I was pleased and happy with my practice • I asked questions to guide the conversation towards setting goals and reaching solutions	• To be able to have more of a discussion regarding goals within the environment to do with support rather than being on assessments of the child (within child) • Asking more questions to guide the discussion to a solution
Cycle 2	• Using solution focused questioning 'I wonder if …?' or 'what would you hope for?' • Use of scaffolding i.e. 'this is what works, let's do more of that or similar'	• Questioning about what is working and then expanding on that using Person Centred Planning resources (as discussed with the VERP guider) • Continue to use questioning. Expand on this using scaling questions and other solution focused approaches • To incorporate TME to help to make goals more measurable
Cycle 3	• Being solution focused and the video gave examples of this • I showed attuned interactions with the parents showing evidence of good rapport	• To think about receiving initiatives and showing empathy and understanding of how parents are feeling • To use scaling questions to elicit parents/staff views

Trainee EP4: Sarah		
	TME: Target 1 **To extend and build on others responses whilst providing help when required** Baseline: 5/10 Hoped for: 7/10 Achieved: 7/10	TME: Target 2 **To scaffold the amount of support which may be required when engaging with TEPs** Baseline: 5/10 Hoped for: 7/10 Achieved: 7/10
VERP Cycle	**Pleased with**	**Working points**
Cycle 1	• The way I noticed that I asked trainee EPs questions in order to try to extend their responses • On one occasion, I asked a trainee EP about their thoughts and feelings about the clip. I felt that this led me to try to 'deepen the discussion' (links to the VIG principles for attuned interactions) • My VIG supervisor noticed that I was mirroring one of the trainee EPs	• To increase my awareness of giving space. I would like to allow more space, pauses and discuss clips at a slower pace. • To choose shorter clips • To replay video clips with trainee EPs and pause as I go. This will help me not only to micro-analyse the clips but also to pause 'in the moment'. I would like to give the trainee EP the first turn to speak after the clip • To focus on describing the clip i.e. what do you think happened in that clip?
Cycle 2	• Being more relaxed and giving the trainee EP the first turn to speak • Feeling more self-aware and being able to pause/slow down more often • Describing and replaying the clips more often	• Developing the balance between pausing and receiving initiatives, but also taking a turn • Trying to pull both views and to co-construct the meaning/understanding of the clip • Discuss general reflections of the VERP process and also share my own reflections. • Encouraging trainee EPs to focus more on what they are doing in the clips, rather than what the client is doing e.g: through asking specific questions such as 'what is it you do that you like there?'
Cycle 3	• Trying to focus trainee EPs on what they did through using specific questions • Trying to find a balance between pausing/receiving initiatives and turn taking	• Continuing to develop co-constructing views • Describing what I saw and receiving initiatives more often • Continue to use more pauses, allowing the trainee more space and opportunity to talk

What is the key learning that you will take away from this work?

"Importance of reflecting on practice and constantly thinking whether things could be done differently and the benefits of discussing practice with others in a strengths-based format" (Trainee EP1: Rachel Year 2).

"My skills have improved and I have been able to make progress. I have become more aware during discussions about what I am doing and using these skills. I noticed this more during the filming of these consultations too." (Trainee EP2: Charlotte).

"It's good to have targets relating to development of professional skills. A positive strengths based approach helps bring about change, maybe better than focusing on negatives/weaknesses, especially as a trainee trying to develop practice" (Trainee EP3: Georgia).

"Trying to focus more on what I am doing well and how I can be more solution focused in my own practice. I also think I am more sensitive and aware of how I am interacting during consultation" (Trainee EP4: Sarah).

Would you recommend this programme of work to a colleague? If yes, why?

"Yes, it's a really helpful tool for reflecting on practice and identifying areas of development as well as strengths" (Trainee EP1: Rachel Year 2).

"Yes as it focuses on the positive elements and building on these. It has made me more reflective, aware of my practice and noticed a difference" (Trainee EP2: Charlotte).

"Yes because it was a way of developing professional skills which provides a framework for reflection. After a shared review I had the opportunity to then go and film another consultation and then reflect further. I likes the cycles which were useful. I think this programme would be really great for trainee EPs" (Trainee EP3: Georgia).

"Yes, as it offers a strengths based approach to supporting the development of whichever skills you wanted to focus on" (Trainee EP4: Sarah).

Any other comments?

"It would be helpful to do VERP regularly in order to monitor progress and CPD" (Trainee EP1: Rachel Year 2).

"I would be interested to use VERP myself in consultation!" (Trainee EP4: Sarah)

Appendix 16: Examples of deductive and inductive coding

Sarah	[Q1.] What were your initial reactions and expectations when you heard about the VERP programme?			
Rachel P1	Initially I was a bit apprehensive about being filmed because it's not something that ...			
	I don't really like ... but then when I attended the introductory meeting and went through it all I was like actually the benefits I'm hopefully going to get out of that will outweigh my silly fear of being filmed			
	and I think as well it was that thing that it sounded like it was going to help me develop my practice which is what it is all about at the moment	Taking ownership of professional development		
	so I was hoping that through doing the VERP I would learn more about me as a consultant	Taking ownership of professional development		
	and the way that I am and the things that I could maybe work on but also the things that I do well and can develop as well	Taking ownership of professional development	Strengths-based approach	No blame culture' focus on working points
Sarah	Ok, so [Q. 2] how would you describe what it is like to be filmed for VERP?			
Rachel P1	Once the camera is set up you do forget it is there, I totally forgot it was there, the only time I remember was when it did a beep and I thought 'oh it beeped at me'!			
	The initial set up was a bit ... like oh God we got to set it up and I'm not very good with technology but thankfully I had some very helpful SENCo's who could show me what to do			
	but once you are in the consultation you don't focus on the camera because you are that engrossed in what you are doing, focusing on the people in the group, talking, commenting, reflecting			
	and the camera is just not there anymore.			
Rachel P1	It was alright actually ... I mean I watched it back at home in my own comfort in my own home so it was quite relaxed,	Taking ownership of professional	Observing impact of own	

		development	professional development	
	but I think if I was watching it with other people I might be a bit more apprehensive like in a group but because it was just me and I was watching the whole thing …			
	And sometimes I was a bit like ooh and it helped me pick up on things as well that maybe you hadn't realised that you were doing	Reflection	Strengths-based approach	
	it's fine because it is again very relaxed, there's only two of you, you know it's informal, no that's the wrong word, it's a nice contained environment so it's not an issue really.			
	and then other times I thought all actually that's quite good and I think because it was just you and obviously I was just talking to like you about it	Observing impact of own professional development	Strengths-based approach	
Sarah	Ok, [Q. 3] could you describe what happens in a shared review in your own words?			
Rachel P1	Yep, so basically what happens is prior to the review I pick out some snippets from our consultation that I think I have done well and I look at the principles of attuned interaction and guidance to try and identify what they are (in the video clips)	Principles of attuned interactions		
	and then I have, I come to a shared review where me and Sarah have an initial discussion about what the context of the consultation was and then I show her the clips	The VERP guider		
	and we talk about what has gone well.	Strengths-based approach	Strengths-based approach	
	Sarah is very good at pointing out other things that I have done that have been positive that I haven't necessarily noticed	The VERP guider		
	and talking about looking at the interactions and the responses of other people which I think when I'm looking for my clips I'm focusing very much on what I am doing	Principles of attuned interactions		
	whereas through the shared review you begin to see the wider picture and	The VERP guider	Strengths-based	No blame culture'

	how others respond to you which opens up a discussion and from that you identify things that you are pleased with and things that you would like to work on		approach	focus on working points
	and you discuss ways in which you can do that, so it is very much collaborative problem-solving and very much doing what an EP does but helping each other so I guess it's like that peer supervision as well	The VERP guider	Taking ownership of professional development	
Sarah	Okay, [Q. 4] how would you describe your experience of taking part in a shared review? Erm ... In terms of is it different discussing successful clips and working points? Was there anything surprising?			
Rachel P1	I think you don't necessarily realise, I think that maybe it's just me as a person but as a society we are very good at focusing on the negatives			
	and so I think the shared review and I think even when you do VERP and you are looking for the positives	Strengths-based approach		
	you still pick up on the negatives as an individual cuz it's something you do			
	but through the shared review it's really surprising because someone is actually saying you're doing this well	The VERP guider	Strengths-based approach	
	and look what you did there you noticed how someone's responded	The VERP guider	Principles of attuned interactions	
	and you do get a buzz out of it cuz you begin to feel more like actually I'm not as bad practitioner	Reflection	Empowering professionals	Observing impact of own professional development
	and I'm not saying and all sing in all dancing and dancing but I have got things that I can do and	Strengths-based approach		
	it's that positive reinforcement that gives you a buzz sort of thing	Strengths-based approach	Observing impact of own professional development	

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Georgia	Having the worksheet with all the different sections [points to VERP booklet] to go through because I would have never remembered otherwise	Usefulness of the VERP booklets which provide a structure of the sessions
Sarah	Okay so to try and focus the conversation?	
Georgia	Yes and having the targets there to remind you of them erm ... Having the time to (pause) watch the consultation beforehand and like really think about it having this space to think about it	
Sarah	So like preparation?	
Georgia	Yeah, the preparation and just like your style was like not so formal and erm lots of listening and erm ... yeah very positive and not critical and not trying to take the lead.	
Sarah	That's good, okay great. [Q. 7] Can you describe examples of successful interactions that arose during your shared review?	
Georgia	Erm ... Successful interactions that arose during the shared review. Is that interactions between like on the film?	
Sarah	Yes I guess it could be on the film or between us.	
Georgia	Erm ... on the film I would say there were successful interactions when the consultee was taking an active role in the conversation	
	and we were joint working towards finding the solution and the issues that we were presented with and there was erm good listening going on and that we were all that we have the same agenda as well.	
Sarah	Yes, ok so I guess thinking about the contact principles, I guess you are using lots of example of those [shows list of contact principles]	
Georgia	Yes I remember that, I use that set my targets didn't I?	
Sarah	Yes and we kept going back to the points on that sheet in our shared reviews	
Georgia	Yes like receiving initiatives and encouraging initiatives erm yeah just all of it really. Erm ...	
	But it was making it more kind of explicit because you had those in mind and then you were identifying the clips where you were doing at, whereas when you are in the consultation itself you are probably doing it but unconsciously	
Sarah	So I guess you've got Reflective space to actually think about what it was you were doing.	
	Okay, so [Q. 8] what sort of issues or learning points arose when you are doing your shared review? Was there anything there when we were discussing clips?	

Georgia	I think sometimes I would get distracted a bit because of the self-consciousness of watching myself so that was distracting erm ...	
	And also the awkwardness of feeling self-conscious about being filmed and light for the topic to be essentially about me ... mmm ... yeah it made me a bit like squirmy and uncomfortable	
Georgia	Yeah so when I was in one school, it's quite busy school there were quite a lot of interruptions which interrupted the flow of the conversation and I remember feeling perhaps a bit more anxious that morning erm ...	Some uncomfortable feelings dependent upon the context of the consultation
	And yes so then but then I was quite attuned to well we were both on the same page the teacher, perhaps it was just the interruptions and erm ... I don't know	
Sarah	So I guess it was more of the situational factors and the time of day perhaps?	
Georgia	Yeah I think so because the other one erm ... Yeah I just felt more comfortable in that and I think perhaps that came across. I have no idea to be honest.	
Sarah	Anything else that was surprising? Was there anything in the film that when you watched it back about yourself that you noticed?	
Georgia	This might be really superficial but when someone came in I thought what the hell am I doing with my face you know my facial expressions. That made me think do I do that alot? Do I say erm too much ...	
Sarah	Okay so you were quite conscious of that?	
Georgia	But again I think I was focusing too much on how I was presenting myself and I think that it drew attention away from what I was supposed to be looking at	
Sarah	Yes but I think that is quite natural you can't really help it.	
Georgia	Yeah I think it's quite good actually because it's surprising how much in two out of the three consultations at least I felt like there was a lot of evidence for meeting my targets	
Sarah	Oh great, that's good	
Georgia	Yeah it was surprising because I wasn't aware that I was doing that maybe I was doing more because I was being filmed	
Sarah	Before you were being filmed you think you already did it but perhaps being filmed made you highlight how often you do actually do it?	
Georgia	Erm ... Yeah I think a bit of both, I think yes I was probably doing it more erm I do seem to have gone like through almost this phase of just putting precision teaching in there	
	and I don't know where it's come from maybe it's to do with the facts that I set those targets and then	

	precision teaching just lends itself really well to that or maybe it's just incidental but	
	I think yeah my consultations were definitely more solution focused and more focused on outcomes like actions you know what are we going to do next rather than focused on like what problem does this child have?	
Sarah	Okay so I guess that could be because of those learning goals that you initially set, so you were consciously trying to meet those?	
Georgia	Yes I think there is an element of that and an element of just the types of cases that I did the review with	
Sarah	Okay, [Q 10] do you feel that VERP has influenced your professional practice in any way?	
Georgia	Yeah I do, it was an area that I wanted to develop and my targets were set around that around that area I wanted to develop anyway so this was a tool that I could use ...	
	Whereas perhaps if I hadn't have been involved in the project I would have probably put it off and not been so effective in working towards those goals like in supervision like that I have with my supervisor	Supervision is often managerial and there is less of an emphasis on skill development due to time
	we don't always necessarily have the time especially when I've been really busy writing lots of different reports and	
	then I've had like cases where I've had to talk about details of the case where I've had to focus on the more managerial side of things whereas this was more ...	
Sarah	Perhaps having that reflective time and space perhaps that's where the VERP offered that kind of peer supervision?	
Georgia	Yeah, like at uni peer supervision is really useful and I think it's more reflective but still a lot of the focus tends to be on problems like managerial workloads, managing stress	Potential to use VERP in a peer supervision context
	and I'll have similar conversations with my supervisor on placement whereas this was actually about your professional skills	
	and I don't think like peer supervision at uni we have hardly ever talked about that which is quite interesting it tends to be more you know like this university assignment what am I doing for it rather than	
	oh you know I really need to talk about my consultations skills and how they're developing if you know what I mean	
Sarah	Okay perhaps that suggests a gap for you to be able to reflect upon your competencies and your skills	

Theme	Sub theme	Codes
Applications of VERP	Potential uses of VERP	Potential for other professionals to benefit from VERP
		Potential for supervisors to be involved with VERP
		The potential for TEP's and EP's to use VERP regardless of experience
		Potential to use VERP in a peer supervision context
	Reasons to use VERP	VERP was a positive experience
		Lack of observations of TEP's on placement
		Empowering professionals
		Often as a society individuals tend to focus on negatives
		Strengths-based approach
	When to use VERP	VERP would be helpful in Year 2 of EP training
		Useful to use VERP more frequently
		Using VERP as standard procedure for EP reflection
		Trainee EP's should have the opportunitiy to use VERP
Film and Technology	Strengths	Reassurance after VERP seminar
		Video clips provide evidence of meeting various targets
		Fogetting the camera was present when being filmed in consultation
	Challenges	Initial apprehension about being filmed
		Awareness of the camera
		Difficulties with technology
		Misunderstanding some of the reasons for filming Shared Reviews
		Some uncomfortable feelings filming dependent upon the context of the consultation
Reflection		Appreciating the reflective space which VERP provides
		TEP's need to reflect more often on their work
		Acknowledging other ways to reflect upon practice but VERP was seen as more favourable

Factors and considerations of a Shared Review		Relaxed atmosphere during the Shared Review
		Wanting to share more than three clips
		Shared Reviews work best when trainees prepare well beforehand
		Apprehension prior to the first Shared Review
		The structure of VERP is a useful framework to guide the Shared Review
Practical aspects of VERP		Usefulness of the VERP structure and the VERP booklets
		Some difficulties gaining consent
		Flexibility of VERP
		Regular cycles of VERP with limited gaps in between Shared Reviews
The relationship between VERP's theoretical underpinnings and professional development		Interested to learn about oneself
		Observing impact of own professional development
		Greater learning from VERP in comparison to learning in supervision
		Principles of attuned interactions
		Various levels of learning
		Taking ownership of professional development
		No 'blame culture' focus on working points
The importance of the VERP guider	Important factors	Feeling comfortable with a TEP as the VERP guider
		Would do VERP again
		Importance of the relationship with the VERP guider
		VERP guider needs to understand VERP/VIG principles of attuned interactions
	Potential challenges	Potential power imbalance with the VERP guider
		Potential for greater power imbalance with tutors/supervisors
		Would do VERP dependent upon who the VERP guider would be
		Tutors may be more critical in terms of assessment feedback
Factors to consider prior to undertaking		Time is a factor for VERP trainees to consider

VERP		
		Potential threats to competency
		Need for trainee EP commitment to use VERP
Future considerations		A pilot session to begin with may have been useful to consider
		First VERP cycle seen as a baseline measure
		Potential for a VERP working group within the EPS
		Not feeling comfortable sharing clips in a group
		VERP may have been different in various consultations e.g. with just one other or with more
		Supervision is often managerial and there is less of an emphasis on skill development due to time
VIG SUPERVISOR INTERVIEW		
VIG supervisors initial thoughts		VIG supervisors first time supervising VERP
		Initial apprehension
		Beneficial to VIG supervisor
		Still learning about VERP
Similarities and differences between VIG and VERP	Similarities between VIG and VERP	Requirement of specialist supervision with this work
		Importance of the starting point with VIG and VERP
		Similarities with VIG and VERP supervision
		Use of co-constructing within shared reviews
		Importance of the relationship with the guider/supervisor
		Similar to the importance of the VERP guider
		Not wanting to be an expert as the supervisor
		Theoretical underpinnings applied
	Differences between VIG and VERP	VIG supervisor having to reflect on the spot
		Observing impact of own professional development

VERP supporting learning and development	Practical aspects	Usefulness of VERP structure and the VERP booklets
		Video clips provide evidence of meeting various targets
	Theoretical underpinnings	Awareness of application of other psychological approaches/frameworks
		Taking ownership of own professional development
		Reflection
		Principles of attuned interactions
		Strengths-based approach
		Various levels of learning