

SP Interview Training Checklist

Interviewee: _____

Coordinator: _____

Item	Rating (Circle One)	Comments
GROUP DYNAMIC		
1. Had less than 3 informational errors	Y N 1 0	
2. Participates without dominating the training session	Y N 1 0	
3. Asked appropriate questions	Y N 1 0	
4. Asked questions at the appropriate time	Y N 1 0	
COMMUNICATION		
1. Thoughtful, articulate communication	(1 = poor, 4 = excellent) 1 2 3 4	
2. Appropriate vocabulary / grammar	(1 = poor, 4 = excellent) 1 2 3 4	

Additional Comments:

SCORE FOR TRAINING : _____

SCORE FOR MOCK ENCOUNTERS: _____

TOTAL SCORE: _____

HIRED: Yes No

SP Interview Mock Encounter #1 Checklist

Interviewee: _____

Coordinator: _____

Item	Rating (Circle One)						
5. Opening Statement (accuracy)	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">Y</td> <td style="text-align: center;">N</td> <td style="text-align: center;">Too much info</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">0</td> <td style="text-align: center;">Too little info</td> </tr> </table>	Y	N	Too much info	1	0	Too little info
Y	N	Too much info					
1	0	Too little info					
6. Case information accuracy	<p style="text-align: center;">0 items incorrect (2 pts.)</p> <p style="text-align: center;">1 item incorrect (1 pts.)</p> <p style="text-align: center;">2 or more incorrect (0 pts.)</p>						
7. Believability of portrayal (physicality, affect, eye contact, etc.) <i>(*Please note the actor needs to cough once @ beginning of encounter and twice more after that.)</i>	<p style="text-align: center;">(1 = not believable at all, 4 = excellent portrayal)</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>	1	2	3	4		
1	2	3	4				
8. Ability to improvise within case guidelines	<p style="text-align: center;">(1 = poor, 4 = excellent)</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> </tr> </table>	1	2	3	4		
1	2	3	4				

Additional Comments:

TOTAL SCORE: _____

NOTES FOR ACTOR:

1. Appear more anxious in next encounter
2. ADDED SYMPTOM: Red bumps starting last week on stomach.
3. Prep actor for assessment question after second encounter. They will be asked to assess the interviewer using feeling words to describe how they felt.

SP Interview Mock Encounter #2 Checklist

Interviewee: _____

Coordinator: _____

Item	Rating (Circle One)																
1. Opening Statement (accuracy)	<table> <tr> <td>Y</td> <td>N</td> <td>Too much info</td> </tr> <tr> <td>1</td> <td>0</td> <td>Too little info</td> </tr> </table>	Y	N	Too much info	1	0	Too little info										
Y	N	Too much info															
1	0	Too little info															
2. Case information accuracy	<p>0 items incorrect (2 pts.)</p> <p>1 item incorrect (1 pts.)</p> <p>2 or more incorrect (0 pts.)</p>																
3. Believability of portrayal (physicality, affect, eye contact, etc.) <i>(*Please note the actor needs to cough once @ beginning of encounter and twice more after that.)</i>	<p>(1 = not believable at all, 4 = excellent portrayal)</p> <table> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4												
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4. Ability to improvise within case guidelines	<p>(1 = poor, 4 = excellent)</p> <table> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4												
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5. Ability to take direction COORDINATOR – Interrupt opening statement. Two additional interruptions during encounter. Affect: Appear more anxious in next encounter. Info item: ADDED SYMPTOM – Red bumps starting last week. (Coordinator, make sure to ask about other symptoms to get this info.) Re: bumps – ask if they are itchy. Answer should be no.	<p>Opening statement interruption (did the actor stop talking once interrupted?):</p> <table> <tr> <td>Y</td> <td>N</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </table> <p>Affect:</p> <table> <tr> <td>Y</td> <td>N</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </table> <p>Info item:</p> <table> <tr> <td>Y</td> <td>N</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </table> <p>Answer itchy question correctly:</p> <table> <tr> <td>Y</td> <td>N</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </table>	Y	N	1	0	Y	N	1	0	Y	N	1	0	Y	N	1	0
Y	N																
1	0																
Y	N																
1	0																
Y	N																
1	0																
Y	N																
1	0																
6. Communication in applicant's debriefing was articulate and clear.	<p>(1 = inarticulate, 4 = highly articulate)</p> <table> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	1	2	3	4												
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7. Was able to assess the interviewer using feeling words.	<table> <tr> <td>Y</td> <td>N</td> </tr> <tr> <td>1</td> <td>0</td> </tr> </table>	Y	N	1	0												
Y	N																
1	0																
8. Reason for wanting to work at GCPC:	(Over)																

<p>9. Part of what we do as SPs is to give students feedback on their communication skills. So tell me a little about your communication style – for example, what are your strengths as a communicator?</p> <p>Now can you think of a time where you did not communicate well? What happened? What next steps did you take to better the communication?</p>	

Additional Comments:

TOTAL SCORE: _____