



OSCE FOR MANDATORY REPORTING

PERFORMANCE RATING SCALE

Please circle the number corresponding to the candidate's performance.

1. APPROACH TO CHILD MALTREATMENT ISSUE

Q.1 How do participants discuss the concerns of child maltreatment with the client?

Does not discuss child maltreatment issue.	Discusses child maltreatment issue in passing and does not pursue a line of questioning.	Discusses some aspects of child maltreatment issue but moves prematurely to other topics or their inquiry is ineffective.	Discusses child maltreatment issue but may move to other topics. Attempts are effectively made to approach the topic again.	Directly discusses child maltreatment issue firmly, clearly, and thoroughly in a focused approach.				
1	1.5	2	2.5	3	3.5	4	4.5	5

Q.2 How do participants discuss the duty to report?

Does not discuss duty to report with caregiver.	Duty to report is discussed but unclear and vague.	Discusses duty to report but moves prematurely to other topics.	Discusses duty to report firmly and clearly.	Discusses duty to report firmly, clearly, and emphatically.				
1	1.5	2	2.5	3	3.5	4	4.5	5

2. FOCUS ON RELATIONSHIP REPAIR

Q.3 How do participants maintain balance of content and process in the interview?

Exclusive focus of child maltreatment issue and gathering information.	Overly focused on child maltreatment issue with minimal attention to the relationship.	Moves too quickly from child maltreatment issue to relationship repair.	Movement from child maltreatment issue to relationship is appropriate but some transitions rough and not always responsive to client concerns.	Balance between child maltreatment issue and relationship repair.	Not Applicable				
1	1.5	2	2.5	3	3.5	4	4.5	5	N/A

Q.4 How do participants use strategies to maintain the relationship?

Does not use relationship repair strategies.	Uses relationship repair strategies but strategies are minimal or inappropriate for caregiver needs.		Uses relationship repair strategies purposefully but in a mechanical fashion or is limited to one strategy.		Uses some relationship repair strategies purposefully with some display of empathy and warmth.		Uses multiple relationship repair strategies purposefully, empathetically, and effectively based on caregiver needs.		Not Applicable
1	1.5	2	2.5	3	3.5	4	4.5	5	N/A

Q5. How do participants manage affect (i.e., tears, anger, fear, protest) related to the duty to report?

Does not acknowledge client affect.	Appears overwhelmed by client affect.		Acknowledges affect but mechanically or in a blaming manner.		Acknowledges affect through validation and empathy.		Acknowledges affect through validation and empathy while asserting the need to report.		Not Applicable
1	1.5	2	2.5	3	3.5	4	4.5	5	N/A

3. CONDUCTS A SYSTEMATIC ASSESSMENT

Q.6 What factors do participants include in an eco-systemic assessment of child maltreatment issue (i.e. nuclear family, extended family, neighbourhood, friends, employment, school, housing, medical, immigration status, religion)?

Comprehensive systemic inquiry missing.	Struggles to focus on more than one system.		Identifies the obvious systems but no connection between them.		Identifies all relevant systems and some connection between problem and systems.		Complete systemic assessment with depths of linkages between them.	
1	1.5	2	2.5	3	3.5	4	4.5	5

4. DEMONSTRATES CULTURAL COMPETENCE

How do participants include culture, race, age, or ability?

Q.7 Based on your impression of the participant's performance, this participant demonstrated competence at the level of...

Ignores the impact of culture on the child maltreatment issue.	Inconsistent recognition of the cultural impact on child maltreatment.		Displays some interest but exploration is limited to selected aspects of culture.		Frequent attempts to recognize the impact of culture on child maltreatment.		Consistent recognition and in-depth exploration of culture and child maltreatment.	
1	1.5	2	2.5	3	3.5	4	4.5	5

5. OVERALL ASSESSMENT OF MANAGING A SUSPICION OF CHILD MALTREATMENT AND USING RELATIONSHIP REPAIR STRATEGIES

Q.8 Based on your impression of the participant's performance, this participant demonstrated competence at the level of...

No exploration of suspicion of child maltreatment issue or blames the caregiver and further diminishes the relationship.	Minimal attempts to explore child maltreatment issue and utilize relationship repair strategies.		Some exploration of the child maltreatment issue, mentions duty to report in passing, and minimal use of relationship repair strategies.		Generally consistent exploration of child maltreatment issue, discusses duty to report while also utilizing relationship repair strategies.		Consistent and in-depth exploration of child maltreatment issue and duty to report balanced with effective use of relationship repair strategies.	
1-Poor	1.5	2- Requires Training	2.5	3-Minimal Competence	3.5	4-Good	4.5	5-Excellent