

ACP 360



The Royal College of Psychiatrists Multi-Source Assessment for Psychiatrists

Q1 I am a psychiatrist completing this assessment: about **MYSELF**
OR I am completing this assessment: about a **COLLEAGUE**

Q2 ID Number

Q3 Date

SAMPLE

This questionnaire, which will take about 20 minutes to complete, asks you to rate the effectiveness of behaviours that are considered to be central to good practice.

Considerations:

1. Be honest - this is a good opportunity for you to learn about yourself.
2. Use current behaviour as the basis for ratings.
3. Do not be overly favourable to yourself.
4. Do not be overly critical or harsh on yourself.

Q4 Please enter **YOUR NAME** here; all the questions which follow are about **YOU**.

Q5 From which specialty are most of your patients drawn?

- General and Community
- Child and Adolescent
- Learning Disability
- Old Age
- Forensic
- Psychotherapy
- Liaison
- Rehabilitation and Social
- Eating Disorders
- Addictions
- Perinatal
- Other (please specify below)

Q6 If Other, please specify

Q7 From which setting(s) are the patients who will rate you drawn?

- Community
- Inpatients (informal)
- Inpatients (detained)
- Other (please specify below)

Q8 If Other, please specify

Your colleague is undertaking a 360 degree assessment. She/he will rate their own performance and be rated by a number of colleagues and service users. She/he has asked you to act as one of their assessors. This questionnaire will take about 20 minutes to complete. It asks you to rate your colleague's effectiveness in a number of behaviours that are considered to be central to good practice.

Considerations:

1. Be honest - your colleague wants to learn things about themselves and develop.
2. One aspect of your colleague's personality should not influence all ratings.
3. Use current behaviour as the basis for ratings.
4. Do not be overly favourable to your colleague.
5. Do not be overly critical or harsh on your colleague.

Confidentiality and ethics:

1. Your participation is voluntary.
2. Please do not record your own name anywhere on this form. The ID number you entered relates to the colleague you are assessing and the questionnaire number will simply let the person helping your colleague with their assessment know who has replied.
3. The aggregated results of the assessment will be sent to the colleague you are assessing. She/he will not be able to identify ratings made by any one individual.

At the end of the questionnaire you will be asked to support your answers with some brief comments regarding your colleague's practice. Guidance on completing this section will appear before you write your comments. Please remember that participation in this assessment is voluntary and you are free to leave blank any question that you feel unable to answer

Q8 Please enter here the name of **YOUR COLLEAGUE** whom you are assessing; all the questions which follow are about that person.

Q9 Are you:

- This consultant's line manager
 Another colleague

Q11 AVAILABILITY

Please select a box to rate effectiveness of behaviour in each category below

	<i>Very low</i>	<i>Low</i>	<i>Mod low</i>	<i>Mod high</i>	<i>High</i>	<i>Very high</i>
Being readily accessible and contactable via an established method or route	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping appointments and being consistently punctual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to give and receive information from others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being available to hear others' concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAMPLE

Q12 EMOTIONAL INTELLIGENCE

Please select a box to rate effectiveness of behaviour in each category below

	<i>Very low</i>	<i>Low</i>	<i>Mod low</i>	<i>Mod high</i>	<i>High</i>	<i>Very high</i>
Showing warmth, empathy and genuine understanding in his or her relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being consistently respectful of all others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being willing and able to take advice from others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having an appropriate range and flexibility of emotional responses to differing circumstances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being firm when this is required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAMPLE

Q13 DECISION MAKING

Please select a box to rate effectiveness of behaviour in each category below

	<i>Very low</i>	<i>Low</i>	<i>Mod low</i>	<i>Mod high</i>	<i>High</i>	<i>Very high</i>
Ensuring that information is gained from an appropriate range of sources before decisions are made	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring that team members and/or their opinions are included in decision making processes wherever possible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensuring that the opinion of patients is included when clinical decisions are made with them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taking account of matters relating to safety of staff and patients when making decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognising the impact on other agencies of decisions made by him/her and his/her team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Achieving an appropriate balance between facilitating team based decision-making and the occasional requirement to act incisively and independently on the basis of clinical need	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAMPLE

SECTION C: RELATIONSHIPS WITH RELATIVES, PARTNERS AND CARERS

Q15 RELATIONSHIPS WITH RELATIVES, PARTNERS & CARERS

Please select a box to rate effectiveness of behaviour in each category below

	<i>Very low</i>	<i>Low</i>	<i>Mod low</i>	<i>Mod high</i>	<i>High</i>	<i>Very high</i>
Enquiring about the points of view of the relatives, partners and carers of his/her patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing clear information to relatives, partners and carers in terms that they will understand	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being sensitive yet clear when conveying information, including bad news, to relatives, partners and carers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including the opinions of relatives, partners and carers in appropriate ways and at appropriate levels when formulating care plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAMPLE

SECTION D: RELATIONSHIPS WITH COLLEAGUES

Q16 RELATIONSHIPS WITH CONSULTANT PEERS

Please select a box to rate effectiveness of behaviour in each category below

	<i>Very low</i>	<i>Low</i>	<i>Mod low</i>	<i>Mod high</i>	<i>High</i>	<i>Very high</i>
Being able to reach agreement/consensus with colleagues about difficult issues about which there may be more than one opinion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using influencing skills with colleagues to take issues forward	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to challenge colleagues if this becomes necessary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being open to and using review and constructive feedback from peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SAMPLE

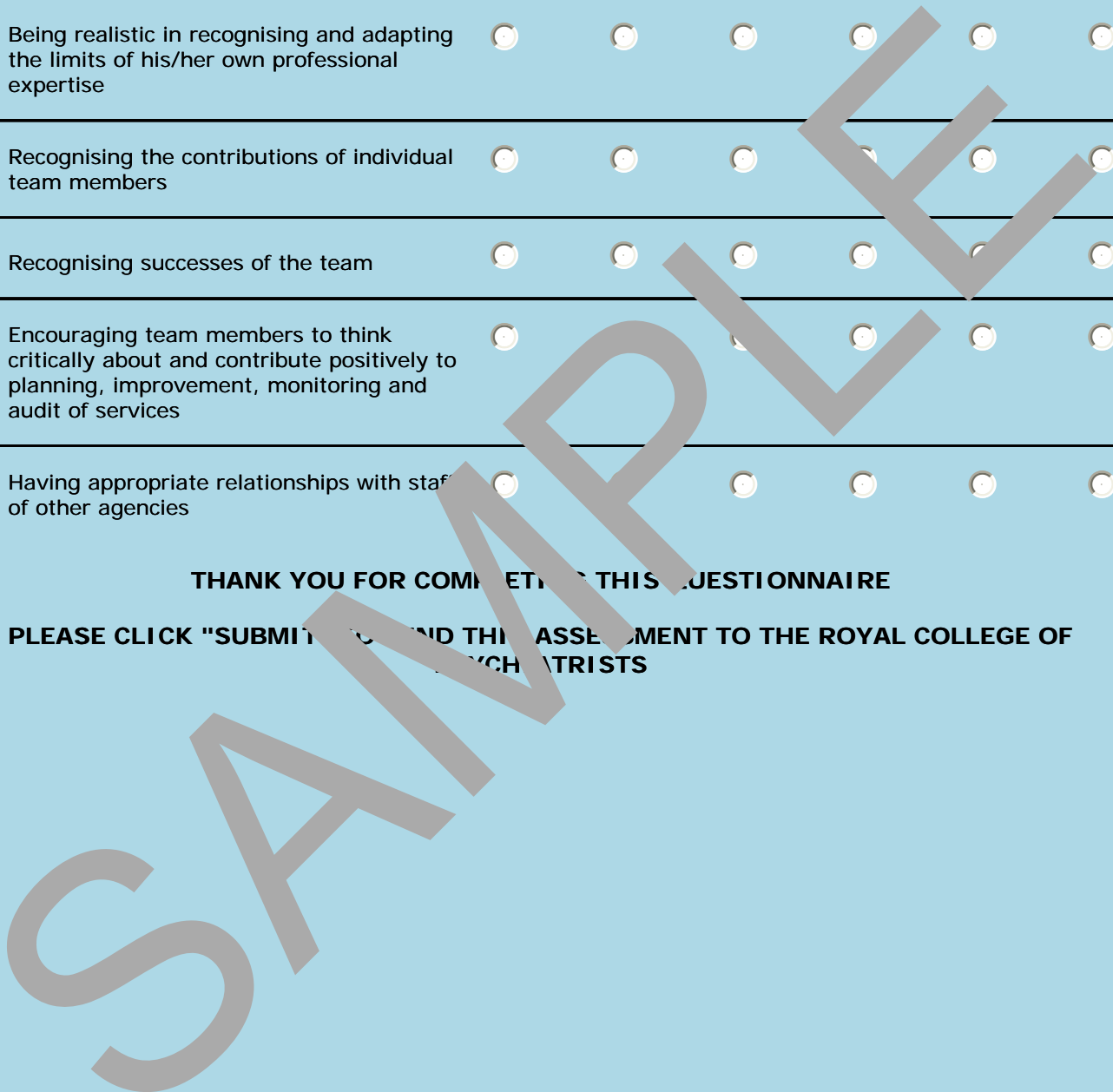
Q17 RELATIONSHIPS WITH TEAM AND EXTERNAL AGENCIES

Please select a box to rate effectiveness of behaviour in each category below

	<i>Very low</i>	<i>Low</i>	<i>Mod low</i>	<i>Mod high</i>	<i>High</i>	<i>Very high</i>
Contributing positively to creating an atmosphere in meetings that is conducive to team members' full contribution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspiring team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being realistic in recognising and adapting the limits of his/her own professional expertise	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognising the contributions of individual team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognising successes of the team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging team members to think critically about and contribute positively to planning, improvement, monitoring and audit of services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having appropriate relationships with staff of other agencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

PLEASE CLICK "SUBMIT" TO SEND THIS ASSESSMENT TO THE ROYAL COLLEGE OF PSYCHIATRISTS



Free Text Comments - guidance to respondents

You now have the opportunity to support your scores with some comments regarding your colleague.

1. What to write about:

Your colleague would like you to reflect on the areas covered by this questionnaire and offer comments to help him/her interpret the feedback.

As with the entire questionnaire, your comments will not be attributable to you, and if you do not feel able to complete this section, simply submit the questionnaire without these comments.

2. How the comments will be fed back to the consultant and guidelines for writing:

Remember, your colleague wants to learn about themselves and develop, so be honest but not overly critical or overly favourable.

Your comments will be fed back to your colleague, in a structured and supportive way but you should avoid

- Comments that refer to other individuals
- Abusive or inappropriate language
- Anything that will identify you as the respondent

Try to ensure that your comments are clear, concise and constructive, relating to the behaviours you have observed and scored through this questionnaire, bearing in mind that these relate to the GMC domains Working with Colleagues and Relating to Patients. If relevant, please suggest how behaviour could be changed.

Q18 In the box below, please comment on up to three strengths that your colleague displays in their practice (650 character limit)

Q19 In the box below, please comment on up to three areas in which your colleague could improve their practice (750 character limit):

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

PLEASE CLICK "SUBMIT" TO SEND THIS ASSESSMENT TO THE ROYAL COLLEGE OF PSYCHIATRISTS