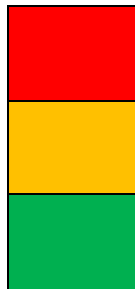


## Competency Tracking Form

### Competency Tracking Form

Trainee: \_\_\_\_\_ Cohort: \_\_\_\_\_ Appraisal Tutor \_\_\_\_\_

This is a colour coded tracking system to monitor trainee progress on their clinical competencies across placements. The colour codes represent the following:



The trainee has not demonstrated the required level of competence in this area despite opportunity to do so  
**OR** The trainee has not had opportunity on this placement to demonstrate competency in the area.

The trainee has demonstrated partial competence in this area but requires additional development of their skills to achieve the standard expected for their stage of training

The trainee has demonstrated the level of competence in this area, appropriate to their stage of training

This form is a cumulative record of how a trainee is developing their competencies across the duration of training. Any competencies that remain unmet after a placement are highlighted in red or amber

Placement	1	2	3	4	5	6
<b>COMPETENCY: Engagement Skills</b> The trainee should be able to engage, develop and maintain effective working alliances with clients including, individuals, carers, families and services (see specific competencies a to e):						
<b>a) Relationships with individual clients</b>						
b) Relationships with families						
c) Relationships with carers						
d) Relationships with services (engaging, assessing and working therapeutically with complex service systems).						
e) Staff groups/MDT						

Placement	1	2	3	4	5	6
<b>COMPETENCY: ASSESSMENT</b>						
Trainee should be able to choose, use and interpret a broad range of assessment methods appropriate to the client and service delivery system and the type of intervention which is likely to be required (see specific competencies a to h):						
<b>a) Develop skills in systematic clinical interviewing – knowledge of what to ask and how to ask it?</b>						
<b>b) Develop skills in systematic clinical interviewing – knowledge of and sensitivity to when to ask?</b>						
c) Reading and understanding relevant literature and demonstrate an awareness of evidence base around relevant assessment methods.						
<b>d) Use of other systematic approaches</b>						
i) Systematic client self monitoring (keeping diaries etc.); knowledge of what to collect and how to use it						
ii) Direct observation techniques – collection and use of data						
<b>iii) Psychometric assessment – use of standardised questionnaire and scales</b>						
<b>iv) Formal Neuropsychological assessment</b>						
e) <b>Awareness of therapeutic process with assessment</b>						
f) <b>Develop networking skills – data from other sources/agencies- who to ask and how to use it.</b>						
<b>g) Show awareness of risk factors and risk management procedures</b>						
h) Develop skills in systematic risk assessment (i.e. formal measures used)						

Placement	1	2	3	4	5	6
<b>COMPETENCY: FORMULATION SKILLS</b>						
Trainees should be able to test clinical hypotheses, to develop psychological formulations and communicate these to clients and others (see specific competencies a-d):						
<b>a) Develop and refine psychological formulations which integrate information from assessments within a coherent framework that draws upon psychological theories and evidence based practice.</b>						
<b>b) Share formulations in form and language appropriate to:</b>						
<b>Clients</b>						
<b>Referrer - to assist multi-professional communication and understanding of clients' care</b>						
<b>Colleagues - to assist multi-professional communication and understanding of clients' care</b>						
<b>c) Use formulations to plan appropriate interventions</b>						
d) Where necessary revise formulations in the light of ongoing intervention monitoring						

Placement	1	2	3	4	5	6
<b>COMPETENCY: INTERVENTION SKILLS</b>						
Trainees should be able to (see specific competencies a to j):						
<b>a) On the basis of a formulation, plan and implement a psychological intervention appropriate to the presenting problem, and to the personal and social circumstances of the client, in collaboration with:-</b>						
<b>Individual Clients</b>						
<b>Couples</b>						
<b>Families/Carers</b>						
<b>Services/Organisations</b>						
b) Implement the intervention through others (e.g. formal carers, families, other professionals)						
<b>c) Being sensitive and responsive to developments within the therapeutic relationship</b>						
<b>d) Ability to monitor intervention appropriately</b>						
e) Recognise when (further) intervention is appropriate and communicate this sensitively to clients and others.						
f) Understand, acknowledge and use the therapeutic relationship as part of the intervention						
g) Terminate therapeutic involvement appropriately						
h) Ability to evaluate outcome of clinical work – knowledge of appropriate outcome measures and their application.						
i) Modes of psychological therapy: ( n.b please add therapeutic approaches as necessary)						
i) Behaviour therapy (e.g. functional analysis, operant techniques, exposure)						
ii) Cognitive Behavioural Therapy						
iii) Dynamic Therapy						
iv) Systemic (Family )Therapy						
v) Cognitive Analytic Therapy						
Other please specify						
j) Ability to deliver intervention within a group setting						

Placement	1	2	3	4	5	6
<b>COMPETENCY: PERSONAL AND PROFESSIONAL DEVELOPMENT</b>						
The trainee should be able to (see specific competencies a to o):						
<b>a) Understand ethical issues and apply these in complex clinical contexts, ensuring that informed consent underpins all contact with clients</b>						
<b>b) Work effectively at an appropriate level of autonomy, with awareness of the limits of own competence, and accepting accountability to relevant managers</b>						
c) Manage own personal learning needs and develop strategies for meeting these						
<b>d) Use supervision to reflect on practice, and respond appropriately to feedback received.</b>						
e) Develop strategies to handle the emotional and physical impact of own practice and seek support when necessary						
<b>f) Develop appropriate professional boundaries</b>						
<b>g) Work collaboratively and constructively with colleagues and service users</b>						
h) Able to tolerate and respond appropriately when in conflict with others						
<b>i) Note taking, clinical records and case file organisation completed appropriately</b>						
<b>j) Written communication and reports are clear</b>						
<b>k) Verbal communication is clear</b>						
l) Develop case management skills						
m) Develop time management skills						
<b>n) Demonstrate an appropriate level of professional practice in accordance with BPS Code of practice.</b>						
o) Participated effectively in inter-professional work and multi-agency approaches to health and social care						

Placement	1	2	3	4	5	6
<b>COMPETENCY: SERVICE DELIVERY</b>						
Trainees should be able to adapt their practice to a range of organisational contexts on the basis of an understanding of pertinent organisational and cultural issue (see specific competencies a to h):						
<b>a) Understand the organization of the clinical team/service and roles and functions therein.</b>						
b) Become involved in coordinated activities in relation to clients and problems e.g. cross-agency meetings.						
c) Understand consultancy models and the contribution of consultancy to practice						
<b>d) Develop awareness of the legislative and national planning context of service delivery and clinical practice.</b>						
e) Develop skills in individual, group or project work on user and/or carer involvement.						
f) Work effectively in multi-disciplinary teams						
g) Demonstrate familiarity with needs assessment and care planning e.g. CPA.						
h) Ability to teach and present information to others						

Placement	1	2	3	4	5	6
<b>COMPETENCY: DIVERSITY</b>						
Trainees should be able to apply their skills, knowledge and values to work effectively with clients from a diverse range of backgrounds see specific competencies a to b):						
<b>a) Understand and respect the impact of difference and diversity (e.g. age, disability, gender, sexuality, ethnicity, physical ill-health or class) on the lives of clients.</b>						
b) Be able to address and adapt approaches to life stages and levels of ability						
(i) of children and young people						
(ii) of working age adulthood						
(iii) of older adults (aged 65 years and upwards)						
(iv) of clients with disabilities (all forms)						