

**The Universities of Coventry & Warwick
Doctorate in Clinical Psychology**

Mid Placement Visit Form

One form to be filled in for each trainee during joint interview and **in conjunction with seeing the Trainee's Goals and Record of Activities** for this placement and their **Competency Tracking Form**

Placement: _____	Trainee: _____
Location: _____	Supervisor(s): _____
Appraisal Tutor: _____	Date: _____

Discussion with trainee alone: If no please specify why?	Yes/No
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Discussion with supervisor alone: If no, please specify why?	Yes/No
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Please highlight that the End of Placement form needs to be completed and submitted to the course one week after the end of placement and discuss how the trainee and supervisor can make this deadline

At this stage are there any difficulties in this placement? **Yes/No**

At this stage are there any concerns that the trainee will fail this placement? **Yes/No**

PLACEMENT GOALS (Please review goals with trainee and supervisor)

Comments on placement goals e.g. progress so far?

Are there any difficulties in achieving the placement goals?

Has the Record of Placement Activities been completed?

Yes/No

Is there a good range of clinical experience typical for this placement?

Yes/No

REVIEW OF COMPETENCY DEVELOPMENT (Use **Competency Tracking Form** and relate the competencies to the **Record of Placement Activities Form** i.e. how are experiences of the placement helping the trainee develop specific competencies?)

X	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 placements thus far to demonstrate competency in the area.
P	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

1. ENGAGEMENT SKILLS

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):

- | | |
|---|--|
| a) Relationships with individual clients | |
| 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 | |

Additional Comments

2. ASSESSMENT

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):

- | | |
|--|--|
| a) Develop skills in systematic clinical interviewing – knowledge of what to ask and how to ask it? | |
| b) Develop skills in systematic clinical interviewing – knowledge of and sensitivity to when to ask? | |
| c) Reading and understanding relevant literature and demonstrate an awareness of evidence base around relevant assessment methods. | |
| d) Use of other systematic approaches | |
| 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 | |
| iii) Psychometric assessment – use of standardized questionnaire and scales | |
| iv) Formal Neuropsychological assessment | |
| e) Awareness of therapeutic process with assessment | |
| f) Develop networking skills – data from other sources/agencies- who to ask and how to use it. | |
| g) Show awareness of risk factors and risk management procedures | |
| h) Develop skills in systematic risk assessment (i.e. formal measures used) | |

Additional Comments

3. FORMULATION SKILLS	
Trainees should be able to test clinical hypotheses, to develop psychological formulations and communicate these to clients and others (see specific competencies a-d):	
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) Share formulations in form and language appropriate to :	
Clients	
Referrer - to assist multi-professional communication and understanding of clients care	
Colleagues - to assist multi-professional communication and understanding of clients care	
c) Use formulations to plan appropriate interventions	
d) Where necessary revise formulations in the light of ongoing intervention monitoring	

Additional Comments

4. INTERVENTION SKILLS	
Trainees should be able to (see specific competencies a to j):	
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:-	
Individual Clients	
Couples	
Families/Carers	
Services/Organisations	
b) Implement the intervention through others (e.g. formal carers, families, other professionals)	
c) Being sensitive and responsive to developments within the therapeutic relationship	
d) Ability to monitor intervention appropriately	
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 note there no expectation that all therapeutic approaches will be achieved across the training period)	
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	
vi) Gestalt Therapy	
vii) Personal Construct Psychotherapy	
j) Ability to deliver intervention within a group setting	

Additional Comments

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

Additional Comments

6. SERVICE DELIVERY	
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):	
a) Understand the organization of the clinical team/service and roles and functions therein.	
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	
d) Develop awareness of the legislative and national planning context of service delivery and clinical practice.	
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	

Additional Comments

7. DIVERSITY

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):

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) 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)

Additional Comments

SUPERVISION AND PLACEMENT EXPERIENCE

The minimum requirement is **one hour per week** of formal supervision per trainee (or 1.5 hours of joint supervision for two trainees).

Is the minimum requirement being met

Yes/No

The minimum requirement for total contact time to be at least **3 hours per week**.

Is the minimum requirement being met?

Yes/No

If no please comment on reasons.

Availability of informal contact time and/or auxiliary supervision from other psychologists/other professionals?

Availability of cover for supervision should supervisor be absent from placement?

Observation of Supervisor

Yes/No

Observation of Trainee

Yes/No

Does trainee use supervision appropriately? (Any issues)

Yes/No

What if any feedback has there been from clients about the trainees work?

What if any feedback has there been from carers about the trainees work?

What if any feedback has there been from colleagues about the trainees work?

FACILITIES ON PLACEMENT e.g. desk, computer, secretarial support. Check availability of office space.

CPR PROGRESS – what piece of work are to be completed on placement? Comment on progress and any difficulties

AGREED ACTION PLAN (including revised goals; addressing placement issues etc.)

ANY OTHER COMMENTS

PLEASE CHECK THAT BOTH TRAINEE AND SUPERVISOR ARE AWARE OF THE PLACEMENT CONNECT WEBSITE

Signed

Appraisal Tutor

Trainee

Supervisor

Date