**ECC Section 2: Placement supervisor rating of competencies**

**Part 2A: Qualitative descriptions of individual competencies (Optional)**

Please provide any qualitative feedback / comments relating to the 10 competencies evaluated in Part 2B of this form. We recommend first completing part 2B and then writing your qualitative feedback in the columns below, should you wish to do so.

- Note that comment boxes can be expanded in electronic format and a larger size comment box format is available for handwritten feedback

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| **Competency** | **Qualitative Feedback / Comments** |
| **1. Therapeutic relationships** |  |
| **2. Assessment** |  |
| **3. Psychological formulation and reformulation** |  |
| **4. Psychological interventions** |  |
| **5. Communication and teaching** |  |
| **6. Personal and professional standards** |  |
| **7. Research and evaluation** |  |
| **8. Reflective practice and use of supervision** |  |
| **9. Inter-professional / indirect work and consultancy** |  |
| **10. Service Delivery and service improvement** |  |

**Part 2B: Ratings of individual competencies (Mandatory)**

**Note: The aim of this matrix is to help placement supervisors determine overall ratings for the 10 competencies described qualitatively in Section 1**

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| **COMPETENCIES** | **Not assessed in placement** | | **Significantly below expected level** | **Somewhat below expected level** | | **Appropriate to stage of training** | **Exceeds expected level** |
| **1. Therapeutic relationships** |  | |  |  | |  |  |
| The trainee: Appropriately engages clients, establishing and maintaining collaborative therapeutic relationships |  | |  |  | |  |  |
| - Manages threats and challenges to the working relationship |  | |  |  | |  |  |
| - Maintains sensitivity, empathy and openness to clients’ communication |  | |  |  | |  |  |
| - Maintains professional boundaries and manages termination issues |  | |  |  | |  |  |
| **OVERALL COMPETENCE IN ESTABLISHING THERAPEUTIC RELATIONSHIPS** |  | |  |  | |  |  |
| **2. Assessment** |  | |  |  | |  |  |
| 2.1. The trainee is able to: |  | |  |  | |  |  |
| - Select, conduct and interpret a range of assessment methods appropriate to clients and service context |  | |  |  | |  |  |
| - Conduct appropriate risk assessments |  | |  |  | |  |  |
| - Gather and integrate information within a coherent theoretical framework |  | |  |  | |  |  |
| - Adapt assessments to clients’ needs, stage of life, ability and cultural & ethnic backgrounds |  | |  |  | |  |  |
| - Communicate findings of assessments appropriately |  | |  |  | |  |  |
| OVERALL COMPETENCE IN ASSESSMENT |  | |  |  | |  |  |
| 2.2. IF PART OF PLACEMENT - For neuropsychological / psychometric testing, |  | |  |  | |  |  |
| The trainee is able to: Select, administer, score and interpret tests in accordance with protocols, guidelines and norms, adjusting test procedures where required |  | |  |  | |  |  |
| - Communicate findings appropriately |  | |  |  | |  |  |
| OVERALL COMPETENCE IN PSYCHOMETRIC / NEUROPSYCHOLOGICAL ASSESSMENT |  | |  |  | |  |  |
| **3. Psychological formulation and reformulation** |  | |  |  | |  |  |
| The trainee is able to:Generate hypotheses and formulations which incorporate psychological, social, cultural and biological factors |  | |  |  | |  |  |
| - Use formulations to identify goals and develop specific treatment plans |  | |  |  | |  |  |
| - Communicate formulations to clients, carers and other professionals / stakeholders to assist their understanding of their experience and facilitate treatment |  | |  |  | |  |  |
| - Revise hypotheses and formulations in the light of emerging information |  | |  |  | |  |  |
| **OVERALL COMPETENCE IN CLINICAL FORMULATION** |  | |  |  | |  |  |
| **4. Psychological Interventions** |  |  | | |  |  |  |
| The trainee is able to:Collaborate with clients and others on the basis of therapeutic contracts and treatment plans |  |  | | |  |  |  |
| - Follow established treatment guidelines and procedures |  |  | | |  |  |  |
| - Adapt therapy to clients’ needs, presentations and factors such as social or cultural background |  |  | | |  |  |  |
| - Overcome challenges to implementing interventions |  |  | | |  |  |  |
| - Determine the appropriateness of initiating or continuing interventions, managing any issues or risks |  |  | | |  |  |  |
| - Apply different approaches flexibly, critically and appropriately , making explicit theory-practice links |  |  | | |  |  |  |
| **OVERALL COMPETENCE IN CLINICAL INTERVENTIONS (Used in placement)** |  |  | | |  |  |  |
| Behaviour therapy |  |  | | |  |  |  |
| Cognitive therapy |  |  | | |  |  |  |
| Cognitive analytic therapy |  |  | | |  |  |  |
| Psychodynamic therapy |  |  | | |  |  |  |
| Systemic (Family) Therapy |  |  | | |  |  |  |
| Other (Specify): |  |  | | |  |  |  |

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| **COMPETENCIES** | **Not assessed in placement** | **Significantly below expected level** | **Somewhat below expected level** | **Appropriate to stage of training** | | **Exceeds expected level** |
| **5. Communication and teaching** |  |  |  |  | |  |
| 5.1. The trainee is able to maintain clinical records and prepare reports, letters and other written communications that are: |  |  |  |  | |  |
| - Appropriate to their audience |  |  |  |  | |  |
| - Accurate, clear, psychologically informed and timely |  |  |  |  | |  |
| 5.2. The trainee’s verbal communication is: |  |  |  |  | |  |
| - Professional, clear, respectful and timely |  |  |  |  | |  |
| - Appropriate to their audience |  |  |  |  | |  |
| 5.3 The trainee’s teaching (whether formal / informal presentations): |  |  |  |  | |  |
| - Are appropriately, effectively and accessibly presented |  |  |  |  | |  |
| - Are adapted to the audience and based on their learning needs and objectives |  |  |  |  | |  |
| - Support others’ learning in the application of psychological theory and practice |  |  |  |  | |  |
| - Elicits and reflects on feedback from the audience |  |  |  |  | |  |
| **OVERALL COMPETENCE IN COMMUNICATION AND TEACHING** |  |  |  |  | |  |
| **6. Personal and professional standards** |  |  |  | |  |  |
| The trainee: Is reliable, responsible and has good time keeping skills |  |  |  | |  |  |
| - Maintains appropriate professional boundaries |  |  |  | |  |  |
| - Maintains confidentiality and obtains informed consent |  |  |  | |  |  |
| - Consistently conducts themselves in a manner which is congruent with ethical and professional standards |  |  |  | |  |  |
| - Manages their workload and schedule effectively |  |  |  | |  |  |
| - Works effectively and autonomously within the scope of their competence, recognizing when to seek further assistance |  |  |  | |  |  |
| - Works effectively with other colleagues and within contexts such as multidisciplinary teams |  |  |  | |  |  |
| - Is aware of and skilled in working with issues of diversity, discrimination and equal opportunities |  |  |  | |  |  |
| - Is aware of the power imbalance inherent to therapeutic relationships and works towards minimising this |  |  |  | |  |  |
| **OVERALL COMPETENCE IN PERSONAL AND PROFESSIONAL STANDARDS** |  |  |  | |  |  |
| **7. Research and evaluation** |  |  |  | |  |  |
| The trainee: Selects and applies appropriate qualitative / qualitative methods to the implementation of audit and evaluation of clinical practice |  |  |  | |  |  |
| - Collects, organises, analyses, interprets and communicates findings of audit and evaluation of clinical practice |  |  |  | |  |  |
| - Seeks informed consent and appropriate ethics approval |  |  |  | |  |  |
| If service-related research was carried out in this placement, did the trainee demonstrate an ability to: |  |  |  | |  |  |
| - Conduct the research in a way which ensured that any findings would be meaningful and answer questions of relevance to the service |  |  |  | |  |  |
| - Analyse and interpret findings |  |  |  | |  |  |
| - Disseminate findings appropriately to relevant stakeholders |  |  |  | |  |  |
| **OVERALL COMPETENCE IN SERVICE EVALUATION AND RESEARCH** |  |  |  | |  |  |
| **8. Reflective practice and use of supervision** |  |  |  | |  |  |
| The trainee: Uses supervision flexibly and effectively to meet training needs |  |  |  | |  |  |
| - Is open to and makes effective use of feedback, advice and constructive criticism |  |  |  | |  |  |
| - Engages with and contributes to supervision (e.g. prepare, prioritise and use time appropriately in supervision etc.) |  |  |  | |  |  |
| - Reflects constructively on their assumptions, values and judgements |  |  |  | |  |  |
| - Recognises their response to clinical material and the impact this may have on therapy |  |  |  | |  |  |
| - Establishes a self directed, positive learning agenda |  |  |  | |  |  |
| **OVERALL COMPETENCE IN REFLECTIVE PRACTICE AND USE OF SUPERVISION** |  |  |  | |  |  |

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| **COMPETENCIES** | **Not assessed in placement** | **Significantly below expected level** | **Somewhat below expected level** | **Appropriate to stage of training** | | **Exceeds expected level** |
| **9.Inter-professional / indirect work and consultancy** |  |  |  | |  |  |
| The trainee:  - Understands roles within a multidisciplinary team and works effectively within this context |  |  |  | |  |  |
| - Deals effectively with conflicts or difficulties arising in professional relationships |  |  |  | |  |  |
| - Provides effective and appropriate support, guidance, consultation and supervision to other practitioners |  |  |  | |  |  |
| - Is able to develop and maintain professional and effective relationships with other practitioners |  |  |  | |  |  |
| - Communicates effectively with other practitioners and professionals |  |  |  | |  |  |
| - Works effectively in clinical contexts where responsibilities and tasks are shared with other practitioners |  |  |  | |  |  |
| **OVERALL COMPETENCE IN INTER-PROFESSIONAL / INDIRECT WORK AND CONSULTANCY** |  |  |  | |  |  |
| **10. Service delivery and service improvement** |  |  |  | |  |  |
| The trainee: Demonstrates an understanding of organisational structure(-s), dynamics and processes related to service delivery |  |  |  | |  |  |
| - Is able to apply knowledge of change processes in service delivery systems to contribute to service improvement where appropriate |  |  |  | |  |  |
| - Can adapt their practice to the requirements of particular organisational contexts and associated professional roles |  |  |  | |  |  |
| - Is able to facilitate the involvement of clients and carers in service delivery and improvement |  |  |  | |  |  |
| - Demonstrates the ability to apply leadership theories and models in service deliver and improvement |  |  |  | |  |  |
| - Implements relevant local and national policies / legislation in their practice |  |  |  | |  |  |
| - Applies quality assurance principles and processes (clinical governance) to service delivery and improvement within a particular clinical context |  |  |  | |  |  |
| - Demonstrates an understanding of the interface with other professionals, services and agencies |  |  |  | |  |  |
| **OVERALL COMPETENCE IN SERVICE DELIVERY AND IMPROVEMENT** |  |  |  | |  |  |

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| **Lead Supervisor** | **Other supervisor(-s)** | **Trainee** | **Course Tutor** |
| Name: |  |  |  |
| Signature: |  |  |  |