

SECTION 13: CONTENT OF THE MID-PLACEMENT REVIEW (MPR) INTERVIEW

This section describes the sort of questions and issues, which will be raised by the college visitor. Because the visitor follows a set structure and is guided by the MPR-EPR form sections, it will be helpful for supervisors and trainees to have a sense of the format and content of the visit.

Overall focus of the MPR

The MPR has a summative function (it should establish whether the trainee is likely to pass the placement or to be referred to the Examination Board), but usually the main focus is to encourage formative feedback to both trainee and supervisor. Broadly, it includes discussion of:

- the clinical experiences available to the trainee
- the trainee's progress in the placement
- the quality of supervision

Supervisor and Trainee - preparation for the meeting

For UCL trainees there is one form to complete prior to the meeting:

- Supervisors complete PART B and D of the document
- Trainees complete PART A and C of the document

Please note, there are two versions of the form – one for 6 month placements and one for yearlong placements. Please use the form that is relevant for the length of the placement.

Supervisors and trainees complete their sections of the MPR-EPR form independently i.e. supervisors complete parts B and D in one version of the form, and trainees complete part A and C in another version of the form. They each then send their completed form to the MPR visitor **at least one week before the MPR meeting**. Before the visit, it is helpful for the supervisor and trainee to review progress to date, guided by the placement contract, the clinical log, the reflective practice log and their ratings in the MPR-EPR form (though they do not have to specifically share their ratings and comments with each other before the MPR meeting).

Format

Please refer to the “Instructions to College Visitors conducting MPRs” document for a brief overview of the MPR procedure and format. Below are additional details of the content of the meeting.

Prior to the MPR, the MPR visitor will review the completed MPR-EPR forms from trainee and supervisor and collate them into one. The MPR starts with a 3-way meeting with the college visitor, the trainee and the supervisor. This is a factual discussion based on the placement contract and on the trainee's log, and is used to establish the range of clinical, professional and research experiences available to, and undertaken by, the trainee.

This meeting is followed by separate meetings between the trainee and the college visitor, and the supervisor and the college visitor. These meetings aim to identify the quality of the clinical work being undertaken, the clinical experience being gained, the learning taking place and the quality of supervision. The MPR-EPR form is reviewed and referred to during these meetings.

Initial three-way meeting

As well as gaining an overall sense of the work being undertaken and basic placement arrangements, the visitor will check that the casework is appropriate (right amount, a good range, and preferably some diversity in relation to a range of demographics). They will also ask about arrangements for modelling, joint working and for direct observation/recording of the trainee's work by the supervisor and any other relevant professionals.

Meeting with the trainee

The visitor will ask how the placement is progressing in general before asking some specific questions about each area of the trainee section of the MPR-EPR form (Part C). This includes:

- Is the placement contract being fulfilled?
- Is the workload/caseload range and amount felt to be appropriate?
- Is supervision appropriately targeted to the placement aims and objectives, and is it of good quality? For example:
 - is it regular and what is the supervisor's availability
 - does it include case-review?
 - does it include specific theory-practice links and formulation?
 - does it include reflection on casework and discussion of general issues arising from the work?
 - how are session recordings or live observation integrated into supervision?
 - does it include discussion of overall progress personal/professional issues
 - does it offer general support?
- Has the trainee had the opportunity to work with service users as consultants? (see section 10 of the handbook)
- Has the trainee had the opportunity to conduct an inter-professional learning exercise? (see section 10 of the handbook)
- Is the professional context conducive to training? Are there any aspects of the placement that the trainee is finding stressful?
- Are there any specific concerns that the trainee has about the supervisor or the placement?
- What feedback has the trainee had from the supervisor?
- Is there anything the trainee would like to change, or to have done differently?
- What targets would the trainee identify for the remainder of the placement?

Meeting with the supervisor

The visitor will ask how the placement is progressing in general (including a check on whether there has been appropriate support from the course and any comment on the relationship between the course and the placement) before asking some specific questions about each area of competence the supervisor rated on the form (Part D). This includes:

Basic clinical competencies: what progress is the trainee making in the following areas:

- assessment, which includes engagement and interviewing skills
- formulation and a capacity to make theory-practice links on the basis of assessment/ ongoing work
- capacity to make an intervention which is informed / guided by a formulation
- capacity to evaluate their work, both informally (e.g. estimating progress in relation to session material) as well as formally (using formal measures)
- ability to report on their work, both verbally and in writing

Areas of clinical competence specific to the placement

Questions will reflect the nature of the placement and the aims and objectives set out by the placement contract

Clinical/ Professional competencies:

Can the trainee:

- think about and understand client's needs?
- comprehend complex clinical contexts without becoming overwhelmed?
- manage their anxiety about clinical and professional work in an appropriate manner?

Professional skills:

Can the trainee:

- behave in a manner congruent with usual expected professional standards?
- manage and negotiate boundaries?
- act at an appropriate level of autonomy, given their stage of training?
- take and follow through decisions
- demonstrate an appropriate level of resilience in professional contexts?
- use of client feedback to reflect on and develop their clinical practice?

Professional and ethical standards

Does the trainee act in a manner which is congruent with expected professional and ethical standards?

Working with colleagues

Does the trainee:

- demonstrate an appropriate repertoire of professional skills?
- have the capacity to work well and effectively with colleagues and other professionals?
- Has the supervisor asked colleagues for feedback and what was it?

Use of supervision, evidence of learning from supervision and of independent learning

Does the trainee:

- prepare for supervision, and make an active contribution to it?
- listen and respond to feedback?
- have a capacity for reflection and for reflective practice
- have a capacity to think reflexively, take on board feedback and show evidence of change on the basis of this feedback?
- show evidence of applying learning from supervision in subsequent clinical sessions?
- think critically and creatively?

Overall

Is there evidence that the trainee is making progress and showing evidence of learning?

- What targets need to be set for the remainder of the placement – what is going well, what needs to be focused on, and if targets are identified are there any areas which are being flagged as areas of clear underperformance?
- Are there any specific concerns that would not lead to overall placement failure, but should be noted?
- Does the supervisor anticipate the trainee passing – are there **any** areas of concern that could give rise to possible failure?

Final joint meeting with the trainee and the supervisor

The idea of this meeting is to give feedback from both separate meetings, so the visitor will summarise the trainee's appraisal of the placement and supervision, and the supervisor's assessment of the trainee's performance to this point.

Identified targets for the remainder of the placement will be detailed and discussed in order to ensure that all parties are clear about these and have had the opportunity to agree on how they will be taken forward.

If a risk of placement failure has been signaled this will be explicitly discussed in this meeting.

Written report

The visitor will record the agreed goals on the MPR-EPR form, as well as any additional issues / concerns that were raised in the meeting, but that had not been noted in detail by either the trainee or supervisor in their sections of the form. Where there are these additional issues, they are recorded in the Appendix section of the MPR-EPR form. A copy of this completed form is sent back to the trainee and supervisor. This will usually be emailed within 2 weeks of the visit. If there are factual errors in the form, trainee and supervisor should identify these as quickly as possible. The completed and agreed form should then be uploaded to ETFS by the trainee under the "MPR Report" section for that placement.