

**Portfolio of clinical experience (Sections B, C & D – The cumulative Training Record)**

There are four sections to the portfolio of clinical experience:

Section A: Log of clinical experiences (http://www.ucl.ac.uk/dclinpsy/forms/forms)

This document contains:

Section B: Competences in specific psychological therapies

Section C: Psychological testing competences

Section D: Cumulative record

Supervisors need to authenticate the portfolio. A ‘signoff’ sheet can be downloaded from the ‘clinical placement paperwork’ section of the course website (www.ucl.ac.uk/dclinpsy/).

If work has been logged in Section C, supervisors need to comment on each piece of work and sign it off.

**Section B - Competences in specific psychological therapies**

**Competences for Behavioural and Cognitive Therapies**

**Section 1 -** This section identifies the broad areas of CBT competence that trainees should acquire over training. These are drawn from the UCL CBT competence framework, accessed at [www.ucl.ac.uk/CORE/](http://www.ucl.ac.uk/CORE/) The website contains an interactive map of the CBT competence framework, and details the specific skills involved in delivering CBT. As such the framework is the benchmark for appraisal, and should be consulted before filling in this log. At the end of each placement where the therapy has been used trainees and supervisors should jointly RAG rate each area of competence:

|  |  |
| --- | --- |
| Red | Competence not demonstrated: many areas require development |
| Amber | Competence demonstrated well in some respects, but also some areas in need of development |
| Green | Competence demonstrated well - a few areas for development, but none significant |

|  |  |  |  |
| --- | --- | --- | --- |
| **Basic CBT competences** | **RAG rating for placement** | **RAG rating for placement** | **RAG rating for placement** |
| Knowledge of basic principles of CBT |  |  |  |
| Explaining and demonstrating rationale for CBT to client |  |  |  |
| Agreeing goals for the intervention |  |  |  |
| Structuring sessions and sharing responsibility for sessions structure and content (e.g. agreeing an agenda, reviewing practice assignments) |  |  |  |
| Identifying and discussing maintenance cycles |  |  |  |
| Problem solving |  |  |  |
| Ending therapy in a planned manner |  |  |  |
| Using measures |  |  |  |

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| **Overarching CBT competences** |  |  |  |
| Using guided discovery and Socratic questioning |  |  |  |
| Developing a collaborative formulation and using this to plan interventions |  |  |  |

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| **Specific behavioural and cognitive therapy techniques** |  |  |  |
| Exposure |  |  |  |
| Applied relaxation |  |  |  |
| Activity monitoring |  |  |  |
| Working with safety behaviours |  |  |  |
| Working with cognitions (eliciting and working with automatic thoughts and beliefs) |  |  |  |
| Working with imagery |  |  |  |
| Planning and conducting behavioural experiments |  |  |  |

**Section 2 – Client groups with whom CBT has been applied**

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| --- | --- | --- |
| **Client groups** | Placement context | Number of completed cases  Number of incomplete cases |
| Adults |  |  |
| Older Adults |  |  |
| Children and Adolescents |  |  |
| People with Intellectual Disability |  |  |
| Other (specify) |  |  |
| Other (specify) |  |  |

**Section 3 – Problem areas where CBT has been applied**

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| --- | --- |
| **Specific focus of CBT interventions** | Number of cases |
| Anxiety (phobia / social phobia / GAD / panic) |  |
| OCD |  |
| PTSD |  |
| Depression |  |
| Eating disorders |  |
| Personality Disorder |  |
| CBT for psychosis |  |
| Family interventions for psychosis |  |
| Addictive behaviours |  |
| Physical health presentations |  |
| OTHER (please specify) |  |
| OTHER (please specify) |  |

**Competences for Psychodynamic therapy**

**Section 1** This section identifies the broad areas of competence in psychodynamic therapy that trainees should acquire over training. These are drawn from the UCL competence framework for psychodynamic therapy, accessed at [www.ucl.ac.uk/CORE/](http://www.ucl.ac.uk/CORE/) The website contains an interactive map of the competence framework, and details the specific skills involved in delivering psychodynamic therapy. As such the framework is the benchmark for appraisal, and should be consulted before filling in this log. At the end of each placement where the therapy has been used trainees and supervisors should jointly RAG rate each area of competence:

|  |  |
| --- | --- |
| Red | Competence not demonstrated: many areas require development |
| Amber | Competence demonstrated well in some respects, but also some areas in need of development |
| Green | Competence demonstrated well - a few areas for development, but none significant |

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| **Basic competences in working psychodyamically** | RAG rating for placement | RAG rating for placement | RAG rating for placement |
| Knowledge of basic principles and rationale of psychodynamic approaches |  |  |  |
| Assessing likely suitability for psychodynamic work |  |  |  |
| Developing a psychodynamic formulation |  |  |  |
| Engaging the client in psychodynamic therapy |  |  |  |
| Helping clients explore unconscious dynamics influencing their relationships |  |  |  |
| Helping clients become aware of unexpressed/ unconscious feelings |  |  |  |
| Maintaining a psychodynamic focus |  |  |  |
| Responding to difficulties in the therapeutic relationship |  |  |  |
| Working both with the client’s internal and external reality |  |  |  |

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| **Specific psychodynamic techniques** |  |  |  |
| Making dynamic interpretations |  |  |  |
| Working in the transference |  |  |  |
| Working with counter-transference |  |  |  |
| Recognising and working with defences |  |  |  |

**Section 2 – Client groups with whom psychodynamic therapy has been applied**

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| --- | --- | --- |
| **Client groups** | Placement context | Number of cases (whether or not completed) |
| Adults |  |  |
| Older Adults |  |  |
| Children and Adolescents |  |  |
| People with Intellectual Disability |  |  |
| Other (specify) |  |  |
| Other (specify) |  |  |

**Section 3 – Problem areas where psychodynamic therapy has been applied**

|  |  |
| --- | --- |
| **Problem areas** | Number of cases |
| Depression |  |
| Relationship difficulties |  |
| Personality Disorder |  |
| Other (specify) |  |
| Other (specify) |  |
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**Competences for Systemic therapy**

**Section 1 -** This section identifies the broad areas of competence in systemic therapy that trainees should acquire over training. These are drawn from the UCL competence framework for systemic therapy, accessed at [www.ucl.ac.uk/CORE/](http://www.ucl.ac.uk/CORE/) The website contains an interactive map of the competence framework, and details the specific skills involved in delivering systemic therapy. As such the framework is the benchmark for appraisal, and should be consulted before filling in this log. At the end of each placement where the therapy has been used trainees and supervisors should jointly RAG rate each area of competence:

|  |  |
| --- | --- |
| Red | Competence not demonstrated: many areas require development |
| Amber | Competence demonstrated well in some respects, but also some areas in need of development |
| Green | Competence demonstrated well - a few areas for development, but none significant |

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| **Basic competences in working systemically** | RAG rating for placement | RAG rating for placement | RAG rating for placement |
| Knowledge of systemic principles |  |  |  |
| Knowledge of systemic theories of psychological problems, resilience and change |  |  |  |
| Undertaking a systemic assessment |  |  |  |
| Engaging clients in systemic work |  |  |  |
| Developing a systemic formulation and working with clients to identify goals |  |  |  |
| Establishing the context for a systemic intervention |  |  |  |
| Working in a reflective manner |  |  |  |
| Monitoring progress |  |  |  |
| Facilitating communication across the system |  |  |  |
| Managing endings |  |  |  |

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| **Specific systemic techniques** |  |  |  |
| Using systemic hypotheses |  |  |  |
| Using circular questions |  |  |  |
| Mapping systems |  |  |  |
| Making use of enactments |  |  |  |
| Working with a systemic team |  |  |  |

**Section 2 – Client groups with whom systemic therapy has been applied**

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| --- | --- | --- |
| **Client groups** | Placement context | Number of cases |
| Adults |  |  |
| Older Adults |  |  |
| Children and Adolescents |  |  |
| People with Intellectual Disability |  |  |
| Other (specify) |  |  |
| Other (specify) |  |  |

**Section 3 – Problem areas where systemic therapy has been applied**

|  |  |
| --- | --- |
| **Problem areas** | Number of cases |
| Depression |  |
| Relationship difficulties |  |
| Family functioning |  |
| Other (specify) |  |
| Other (specify) |  |
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**Section C: Psychological Testing Competencies**

**Details of supervisor(s) and/or co-workers**

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| --- | --- | --- |
| **Supervisor/ co-worker name and profession** | **Supervisor/co-worker’s qualifications & professional accreditation/ registration details (e.g. BPS, HCPC)** | **Accreditation with psychological therapy bodies (e.g. BABCP), including registration details** |
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| **Reason for assessment – what were the issues the assessment aimed to clarify?** | **Client age** | **Specific tests/ instruments employed in the assessment** | **Specify to whom, and how, feedback was given (including to client, carers and other professionals)** |  | **Supervisor validation**  **Comment if any problems in any of the following areas:**  **test selection**  **administration**  **interpretation**  **feedback to clients and/ or carers**  **feedback/formal report to other professionals** | **Supervisor**  **Signature** |
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**Section D: Cumulative training record**

**APPLICATION OF SKILLS ACROSS A RANGE OF CONTEXTS**

**TRANSFERABLE SKILLS**

**APPLICATION OF DIFFERENT MODELS**

**APPLICATION TO A RANGE OF CLIENTS**

**APPLICATION IN A RANGE OF SERVICE CONTEXTS**

**APPLICATION TO A RANGE OF DIFFERENT PRESENTING PROBLEMS**

**Engagement**

**S E C**

**Professional autonomy and accountability S E C**

**Ability to draw on and apply psychological knowledge S E C**

**working with diversity**

gender **S E C**

sexuality **S E C**

class **S E C**

ethnicity/  **S E C**

culture

**Psychological assessment**

**S E C**

Primary care

**S E C**

Outpatient

**S E C**

Inpatient/

residential

**S E C**

–

**CBT**

**S E C**

**psyc’dynamic**

**S E C**

**systemic**

**S E C**

**other**

**S E C**

**variation in chronicity**

acute **S E C**

enduring **S E C**

**Formulation**

**S E C**

**variation in severity of presentations**

(mild to severe)

**S E C**

**Intervention**

**S E C**

**work across the lifespan**

Child **S E C**

Adolescent **S E C**

Adult **S E C**

Older Adult **S E C**

**Evaluation**

**S E C**

work with multidisciplinary teams

**S E C**

**variation in aetiology**

mainly psychosocial **S E C**

mainly biological

**S E C**

clients with Impaired intellectual functioning

**S E C**

**INDIRECT WORKING**

**Communication/teaching**

**S E C**

clients whose disability impacts on communication

**S E C**

**Personal/professional skills**

**S E C**

consultancy/ supervision

**S E C**

work with family/carers

**S E C**

**Service delivery**

**S E C**

clients adapting to adverse irreversible circumstances (e.g. bereavement/chronic illness)

**S E C**

**Research**

**S E C**

clients with significant levels of challenging behavior

**S E C**