**UCL DClinPsy MPR-EPR form**

**for a 6 month placement**

**This document is used at Mid Placement Review (MPR) and again at End of Placement Review (EPR)**

**At MPR and EPR you will need to enter information in all of the Parts**

**(A-D), updating the document at the EPR. Part E is completed at the EPR only (i.e. end of the placement)**

|  |  |  |
| --- | --- | --- |
| **PART A** | **Placement details** | **For trainee to complete** |
| **PART B** | **Overall evaluation of placement** | **Supervisor(s) to complete** |
| **PART C** | **Trainee evaluation of placement** | **Trainee to complete** |
| **PART D** | **Supervisor evaluation of trainee competence** | **Supervisor(s) to complete** |
| **PART E** | **Feedback for the next supervisor** | **Supervisor(s) to complete** |

**In the header of each Part, it clearly states who should complete that Part and at which point in the placement they should complete it**

**In addition, the sections are colour coded to make clear who completes what and when:**

|  |  |
| --- | --- |
| **Trainees to complete sections colour coded in Green:** | |
| **Lightest green at MPR** | **Darker green at EPR** |
| **Supervisors to complete sections colour coded in Orange** | |
| **Lightest orange at MPR** | **Darker orange at EPR** |
|  | |
| **MPR visitors to complete sections colour coded in Grey – MPR only** | |

|  |  |  |
| --- | --- | --- |
| **Name and email address of trainee:** |  | |
| **Name and email address of supervisor(s):** |  | |
| **Placement number (1 to 6):** |  | |
| **Placement type (e.g. AMH, Health) and details (no more than 100 words):** | *Example (to be deleted when completing):*  *Split placement between a secondary care community adult mental health team (CMHT) and an acute inpatient service. CMHT work is outpatient, within a wider MDT (psychiatry, mental health nursing and occupational therapy), delivering CBT interventions for complex mood and anxiety disorders. The acute inpatient ward work is largely group based, with intermittent individual assessments. Inpatient work is informed by a systemic / narrative approach.* | |
| **Placement name and full address:** |  | |
| **Placement start date:** |  | |
| **Placement completion date:** |  | |
| **Number of days on placement:** | *By MPR Date*: | *At end of placement (minimum 60)*: |
| **Date of MPR meeting:** |  | |
| **MPR visitor:** |  | |

1. Supervisor’s overall evaluation at MPR– to be completed **before the MPR meeting**:
   1. *Setting up the placement*:

|  |  |
| --- | --- |
| **At the start of the placement, did the trainee provide you with “PART E – FEEDBACK FOR THE NEXT SUPERVISOR” from their previous placement EPR form?** | |
| YES |  |
| NO |  |
| N/A  (only tick if this is the first 6 month placement in the first year of training) |  |

* 1. *Supervisor’s evaluation at MPR:*

|  |  |
| --- | --- |
| **At this stage, is the trainee on course to pass the placement?** | |
| YES |  |
| NO – a viva is indicated  *\*NB if this box is ticked, please follow the: Action plan procedure where viva / potential viva is indicated (Appendix B)* |  |
| To be discussed and confirmed at MPR meeting |  |
| If there are concerns about progression on the placement, have these been discussed with the trainee? |  |

1. Supervisors overall comments on the placement at the point of MPR:

|  |
| --- |
|  |

**Agreed targets at the MPR**

**MPR visitor to complete at MPR:**

***For first year placements only***:

Service related research projects (SRP) are generally completed in the first year of training. A project should be identified and agreed by the first MPR for the trainee on the course (December / January of the first year of training). If the placement does not have a specific project available, supervisors are encouraged to link up with other local services in the same Trust (these do not have to be Adult Mental Health services), where the trainee could complete the SRP instead. MPR visitors should confirm whether a project has been identified in the MPR by selecting one of the following:

|  |  |
| --- | --- |
|  | This is not a first year placement so N/A |
|  | SRP project has been identified for the trainee to complete |
|  | \*\*SRP project has not been identified for the trainee to complete – this is therefore a goal to be completed within the next month |

\*\* If trainee and supervisor are still not able to identify a project within this time, trainee to discuss with their course tutor as soon as possible.

***Structured observations:***

Has there been at least one structured observation of the trainee to date on this 6-month placement period?

|  |  |
| --- | --- |
|  | Yes there had been one or more structured observations of the trainee on this 6 month block already |
|  | No there has not yet been a structured observation of the trainee on this 6 month placement block but there is one planned and booked in |
|  | No there has not yet been a structured observation of the trainee on this 6 month placement block and there are none currently planned – if you tick this option, this will automatically become a summative goal for this 6 month placement block |

In the below table are the targets agreed at the MPR. Targets are listed as *summative (i.e. necessary in order to pass the placement)* (S) or *formative (i.e. for the trainee’s further development but not necessary for passing the placement)* (F)

|  |  |  |
| --- | --- | --- |
|  |  | **S/F** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
| **5** |  |  |
| **6** |  |  |

|  |
| --- |
| **Confirmed at MPR meeting that there were no concerns about placement failure:**  **OR**  **\*Confirmed at MPR meeting that there are concerns about trainee progression that could lead to viva:  - NB if this box it ticked, please follow the: Action plan procedure where a viva / potential viva is indicated (Appendix 2)** |

|  |  |
| --- | --- |
| *Name of MPR visitor:* |  |
| *MPR visitor signature:* |  |
| *Date:* |  |

**\*Action plan procedures where viva / potential viva is indicated:**

Please note, if the supervisor ticks “No – a viva is indicated” to the question above: “At this stage, is the trainee on course to pass the placement?”, and / or at the MPR, the MPR visitor ticks the above comment ”Confirmed at MPR meeting that there are concerns about trainee progression that could lead to viva”, the supervisor, trainee and MPR visitor **must** complete Appendix 2 of this form: *Action plan for concerns regarding placement progression.*

1. Supervisor’s placement evaluation at EPR (**leave blank when completing form at MPR**):

|  |  |
| --- | --- |
| **Has the placement contract been fulfilled?** | |
| YES\* |  |
| NO |  |

|  |  |
| --- | --- |
| **Overall placement rating** | |
| PASS\* |  |
| REFER TO EXAMINATION BOARD\*\* |  |

\*These evaluations are conditional on the successful completion of all outstanding placement-related work

*\*\*If you have indicated that the trainee is to be referred to the examination board, please tick to confirm you have contacted the trainee’s course tutor to indicate this*

1. If any of the goals at MPR were rated as Summative (S) i.e. necessary to pass the placement, please list them below and detail how these goal(s) were either met or not. An example is provided. Add additional rows if required. **Please delete examples before completing this table.**

If there were no summative goals at MPR, simply tick the “No summative goals at MPR” box below and progress to question 3.

|  |
| --- |
| **No Summative goals at MPR** |

|  |  |  |
| --- | --- | --- |
|  | **Goal** | **Outcome** |
| **1** | *Example: [Trainee] to focus on developing skills in setting appropriate agenda within clients sessions* | *Example: Goal met. Supervisor observed trainee in subsequent sessions, setting appropriate agenda items and working through them in session* |
| **2** | *Example: [Trainee] to carry out appropriate risk assessments and follow risk assessment protocol for the service* | *Example: Goal not met. [Trainee] was not able to demonstrate skills in carrying out thorough risk assessment and did not fully follow risk assessment protocol for the service* |

1. Supervisors overall comments on the placement at the point of EPR:

|  |
| --- |
|  |

|  |  |  |
| --- | --- | --- |
| Signature of Supervisor: |  | Date: |
| Signature of Trainee: |  | Date: |

1. In the table below, please indicate the amount and frequency of your supervision, your caseload (e.g. client sessions, group work, team meetings, reflective practice etc.), and observations completed **by the point of MPR:**

|  |  |
| --- | --- |
| **Amount and frequency of supervision e.g. Weekly, 90 minutes, 1:1:** |  |
| **Caseload\* (i.e. number of pieces of ongoing work) and detail:** | *Example (to be deleted when completing): 4 x 1:1 therapy cases, 1 x weekly assessment, 1 x weekly CBT group, fortnightly psychology team meeting* |
| **Number of observations of supervisor:** |  |
| **Number of observations of the trainee (in vivo or via recording):\*\*** |  |

\*As a rule of thumb trainees are expected to undertake **at least 8 substantive pieces of clinical work at any one time**. A “substantive piece of clinical work” could be ongoing casework, but also indirect work (such as active participation in a clinical or professional meeting). Further details can be found in Section 8 of the course handbook (Clinical Placement Guidelines and Contracts).

\*\*It is a requirement that trainees have at least one structured observation per 6-monh placement period. Additional observations e.g. through joint working, in addition to this are highly recommended and encouraged

|  |
| --- |
| 1. Opportunities for specific experiences on placement**:**    1. *Service user / carer consultation*:       1. Have you undertaken this work on **at least 2 previous placements (this is the minimum requirement from the course)**:   YES – on one placement  YES – on two placements  NO – on no placements to date   * + 1. Have you undertaken this work on the current placement **by the point of this MPR**: YES  NO   1. Inter-professional learning task (see Section 10 of handbook for instructions: Consulting with service user/carer representatives and inter-professional learning on placement):      1. Have you completed this task on **at least 1 previous placement (this is the minimum requirement from the course)**: YES  NO      2. Have you completed this task on your current placement **by the point of this MPR**: YES  NO   2. This course runs on a core competency model. Trainees can therefore gain experience in competencies across a range of placements rather than only on specific specialist placements e.g. you may gain some Older Adult competency experience whilst on your first year AMH placement. Please tick below whether you have had the experience in the below competencies by the point of this MPR:      1. Older adults\*         1. In discussion with my course tutor, I have met this competency requirement:   YES  NO   * + - 1. If you answered NO and have not yet met this competency requirement, please answer these questions:          1. Not relevant to current placement          2. Possible on current placement but no plans in place yet to gain this experience          3. Possible on the current placement and plans have been made to gain this experience     1. Working with people with a range of cognitive and adaptive functioning abilities\*        1. In discussion with my course tutor, I have met this competency requirement:   YES  NO   * + - 1. If you answered NO and have not yet met this competency requirement, please answer these questions:          1. Not relevant to current placement          2. Possible on current placement but no plans in place yet to gain this experience          3. Possible on the current placement and plans have been made to gain this experience     1. Inpatient\*        1. In discussion with my course tutor, I have met this competency requirement:   YES  NO   * + - 1. If you answered NO and have not yet met this competency requirement, please answer these questions:          1. Not relevant to current placement          2. Possible on current placement but no plans in place yet to gain this experience          3. Possible on the current placement and plans have been made to gain this experience     1. Psychosis\*        1. In discussion with my course tutor, I have met this competency requirement:   YES  NO   * + - 1. If you answered NO and have not yet met this competency requirement, please answer these questions:          1. Not relevant to current placement          2. Possible on current placement but no plans in place yet to gain this experience          3. Possible on the current placement and plans have been made to gain this experience     \*If you have answered “Possible on current placement but no plans in place yet to gain this experience”, please raise this in the MPR meeting |
|  |

1. CBT Pathway

|  |  |
| --- | --- |
| Are you on the CBT Pathway? | YES  NO |

If yes, please answer these questions:

|  |  |
| --- | --- |
| I have/will have met the CBT pathway requirements by the end of the placement: | YES  NO NOT SURE |
| Total number of BABCP supervised CBT hours at point of MPR: |  |
| Total number of BABCP supervised CBT hours anticipated by end of placement: |  |
| Number of Exemplar Cases at point of MPR (8 required for pathway): |  |
| Number of Closely Supervised Cases at point of MPR i.e. number of Exemplar Cases which have had one session rated as competent on the CTS-R or the UCL CBT Competence Rating Scale (3 required for pathway): |  |

1. **Please rate each area below using the following scale:** 3 = No concerns, 2 = Minor concerns for further discussion, 1 = Significant concerns for further discussion, N/A = Not applicable. If you have made any ratings of 2 or 1, please note the specific issue(s) and suggested development(s):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Trainee rating at MPR** | **Specific issue and suggested developments** | **Trainee rating at EPR** | **Specific issue and suggested developments** |
| **Overall impression of placement experience** e.g. consideration of training needs, support offered in placement, induction into the service |  |  |  |  |
| **Placement resources** e.g. Rooms / desk space; access to facilities; access to secretarial support; access to library, access to relevant books/papers. |  |  |  |  |
| **Ending** Were appropriate procedures for ending the placement followed? (including the end-of-placement review) |  |  |  |  |
| **Experience of supervision and clinical advice** e.g. Supervision amount (1.5 hours recommended), reliability, availability and approachability of supervisor. Theory practice links (explicit formulation, direction to reading). Clinical advice, flexible and tailored to level. |  |  |  |  |
| **Personal / professional support/Development.** Did you feel supported? E.g. with difficult cases; with colleagues; with own feelings? Was the right balance struck between dependence and autonomy? |  |  |  |  |
| **Clinical work:** caseload, direct work, indirect work, appropriate level of challenge? Appropriate range (e.g. age, gender, presenting difficulty etc.), choice in clinical work? |  |  |  |  |
| **Monitoring of clinical outcomes / evidence-based practice:** Any consideration of these issues, or advice about implementation? Are measures being used and discussed in supervision? Are you getting client feedback? | Are you using outcome measures? YES  NO | | Are you using outcome measures? YES  NO | |
| Are you using either the UCL Client feedback form or service specific client feedback forms with clients as part of evaluating your work?  YES  NO | | Have you used either the UCL Client feedback form or service specific client feedback forms with clients as part of evaluating your work?  YES  NO | |
| **Trainee rating at MPR** | **Specific issue and suggested developments** | **Trainee rating at EPR** | **Specific issue and suggested developments** |
|  |  |  |  |
| **Leadership / service level intervention and working:** exposure to organisational/professional planning, service user / carer consultation, inter-professional working |  |  |  |  |
| **Wellbein****g:** opportunity to check-in about wellbeing, and to discuss any relevant personal issues that have arisen in the course of your work |  |  |  |  |

**Trainee’s overall comments on the placement (please use the sections in the table above to inform your comments, i.e. give brief comments to explain your ratings):**

|  |
| --- |
| MPR comments: |
| EPR comments: |

**Guidance notes for supervisors:**

In each domain, supervisors must make a series of summative judgements in relation to specific competences, followed by an overall summative judgment. The rating scale for these judgements is in the footer of each page in this section and is as follows:

* 4 = Exceeding level expected for stage of training
* 3 = Appropriate to level expected for stage of training
* 2 = Slightly below level expected for stage of training
* 1 = Significantly below level expected for stage of training
* N/A = Not assessed on this placement
* NYE = Not yet evaluated on placement but no concerns - This rating is only to be used at MPR

Please note, for trainees who are progressing well on placement, at a level expected for their stage of training, we would expect them to have mainly ratings of 3, possibly with some 2 ratings.

For trainees who are doing exceptionally well on placement, performing at a level well above what would be expected for their stage of training, we would expect mostly ratings of 3 with some of 4.

As such, it would be unusual for a trainee to be receiving mostly 4 ratings.

We would expect the above pattern of ratings across all placements, including the final placement on training.

For trainees where the supervisor has concerns regarding the trainee’s progress and would be referring them for a clinical viva, we would typically expect mostly ratings of 1 and 2, or possibly ratings of 2 across most areas of assessment. As such, please ensure that your ratings do reflect your concerns.

Supervisors make these ratings twice – once at the point of MPR and then again at the point of EPR. Supervisors are able to insert (brief) formative feedback at the point of MPR and point of EPR to explain their ratings, in the space provided, for each area of competence

Supervisors can also list any learning targets for each area of competence in the space provided. This is only mandatory if the supervisor rates any of the points in an area of competence at 1 (i.e. Significantly below level expected for stage of training). If supervisors wish to add learning targets for any areas rated 2 or 3 please do so, however this is not a mandatory requirement

Secondary supervisors / joint supervisors should complete this form together with the primary supervisor, providing comments where needed and making clear which comments relate to which supervisor / part of the placement

When giving formative feedback it is worth commenting on:

* The ways in which the trainee has shown development over the placement – e.g. in knowledge and understanding, and in skills and competences in relation to clinical, professional and supervisory areas
* Areas in which the trainee is working to a good standard and where you would want to commend their progress
* Any areas which you have indicated require further development
* Any areas where the trainee is not working to the standard you would expect at this stage in their training, and any comments on reasons why this might be the case

1. **CAPACITY TO ENGAGE CLIENTS & TO FORM A WORKING RELATIONSHIP**

|  |  |
| --- | --- |
| Are the below rating based on observations of the trainee? | |
| YES |  |
| NO |  |

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Engage clients in clinical work? |  |  |
| Introduce and negotiate issues relating to confidentiality and consent? |  |  |
| Establish a good and responsive working relationship (therapeutic alliance)? |  |  |
| Manage and resolve threats to the working relationship / alliance? |  |  |
| Maintain a consistently empathic stance? |  |  |
| Convey an open and welcoming attitude to the client? |  |  |
| Manage difficulties / challenges within the session constructively? |  |  |
| Maintain an appropriate professional manner and professional boundaries? |  |  |
| **Overall capacity to engage clients and form working relationships** |  |  |

Any comments and specific learning targets at the point of MPR or EPR – this must be completed if there are ratings of 1:

|  |
| --- |
| MPR comments: |
| EPR comments: |

1. **CAPACITY TO UNDERTAKE ASSESSMENTS**

|  |  |
| --- | --- |
| Are the below rating based on observations of the trainee? | |
| YES |  |
| NO |  |

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Draw on knowledge of the range of questions appropriate to the assessment being undertaken? |  |  |
| Ask an appropriate range of questions? |  |  |
| Ask questions in an appropriate manner? |  |  |
| Adapt their style and the range of questions asked to the client's presentation and emerging "story"? |  |  |
| Structure the interview appropriately (neither too flexible nor too structured)? |  |  |
| Show evidence of an emerging understanding of the client's presentation by testing-out ideas and hypotheses with the client? |  |  |
| Adapt their interviewing style appropriately in relation to the needs of clients from differing cultural & ethnic backgrounds? |  |  |
| Adapt their interviewing style appropriately in relation to the needs of clients at different stages of life and development? |  |  |
| Adapt their interviewing style appropriately in relation to the needs of clients with different levels of ability and disability? |  |  |
| **Overall capacity to undertake assessments** |  |  |

Any comments and specific learning targets at the point of MPR or EPR – this must be completed if there are ratings of 1:

|  |
| --- |
| MPR comments: |
| EPR comments: |

1. **CAPACITY TO FORMULATE**

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Draw together information from all relevant sources to generate initial hypotheses? |  |  |
| Build on initial hypotheses to develop a formulation which is theoretically coherent, and which accounts for the presentation, which draws on relevant psychological models, and which incorporates social, cultural and biological factors? |  |  |
| Make explicit use of formulations to identify and to implement a treatment plan? |  |  |
| Use a formulation to identify goals for areas for further assessment or intervention? |  |  |
| Revise hypotheses and formulations in the light of emerging information? |  |  |
| **Overall capacity to formulate** |  |  |

Any comments and specific learning targets at the point of MPR or EPR – this must be completed if there are ratings of 1:

|  |
| --- |
| MPR comments: |
| EPR comments: |

1. **CAPACITY TO IMPLEMENT PSYCHOLOGICAL THERAPIES**

**Please tick, as appropriate, to identify the psychological interventions or therapies employed in this placement:**

|  |  |  |  |
| --- | --- | --- | --- |
| Cognitive |  | Other (Please specify below): |  |
| Behavioural |  |  |  |
| CBT |  |  |  |
| Psychodynamic |  |  |  |
| Systemic |  |  |  |

Guidance note: you can use the table below to comment on the trainee’s capacity to carry out either a single therapy or a number of therapies. If there are clear differences in the trainee’s ability to apply one model compared to another please use the formative feedback section to comment on this

|  |  |
| --- | --- |
| Are the below rating based on observations of the trainee? | |
| YES |  |
| NO |  |

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Draw on knowledge of the empirical basis for interventions & any implications of this for their practice? |  |  |
| Draw on knowledge of the theory underpinning the therapy being delivered? |  |  |
| Draw on knowledge of the therapeutic techniques employed in the therapeutic approach? |  |  |
| Engage clients in the model (explaining the rationale for the approach and its relevance to their presentation)? |  |  |
| Implement the model in practice, in a competent manner, and at a level appropriate to their level of training? |  |  |
| Recognise and manage any challenges to implementing the model of therapy (i.e. problem-solve when there are potential obstacles to staying on-model)? |  |  |
| Adapt the therapy to the client’s need in relation to factors relating to client’s presentation (e.g. concurrent problems which could make it harder to achieve therapeutic goals) |  |  |
| Adapt the therapy to the client’s needs in relation to clients from varying cultural and social backgrounds |  |  |

**If the placement involves implementing more than one model of psychological therapy:**

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Think flexibly across more than one approach by demonstrating a coherent integration of their ideas? |  |  |
| Think critically about the utility/applicability of different therapeutic approaches in relation to current cases? |  |  |
| **Overall capacity to implement specific psychological therapies** |  |  |

Any comments and specific learning targets at the point of MPR or EPR – this must be completed if there are ratings of 1:

|  |
| --- |
| MPR comments: |
| EPR comments: |

1. **CAPACITY TO EVALUATE**

Please list any formal or informal evaluation procedures employed in the placement:

|  |
| --- |
|  |

|  |  |
| --- | --- |
| **Has the trainee used either the UCL Client feedback form or your own service specific client feedback form with clients as part of evaluating their work?** | |
| YES |  |
| NO |  |

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Draw on knowledge of quality assurance and audit procedures in order to identify evaluation procedures, which will be relevant to the service? |  |  |
| Draw on relevant knowledge to identify quantitative and/or qualitative evaluation procedures appropriate to the clinical approaches being employed? |  |  |
| Select and implement appropriate methods to evaluate the interventions (e.g. their effectiveness, acceptability etc.)? |  |  |
| Analyse and interpret outputs from evaluation procedures? |  |  |
| Communicate outcomes from evaluation to the stakeholders who would benefit from this feedback (e.g. supervisor, clinical colleagues, clients etc.)? |  |  |

|  |  |  |
| --- | --- | --- |
| **If service-related research was carried out in this placement, did the trainee demonstrate an ability to:** | **Rating at MPR** | **Rating at EPR** |
| 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? |  |  |
| Communicate the findings to appropriate members of the service/ organisation? |  |  |
| **Overall capacity to evaluate** |  |  |

Any comments and specific learning targets at the point of MPR or EPR – this must be completed if there are ratings of 1:

|  |
| --- |
| MPR comments: |
| EPR comments: |

1. **PERSONAL – PROFESSIONAL SKILLS**

|  |  |
| --- | --- |
| **Are the below rating informed by feedback from the wider team (i.e. inter-professional learning questions to wider MDT)?** | |
| YES |  |
| NO |  |

* 1. **Professional skills - general professional behaviour**

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Work at an appropriate level of independence and to take a level of responsibly appropriate to their stage of training? |  |  |
| Manage and organise a reasonable workload and daily schedule? |  |  |
| Maintain a reliable schedule (e.g. good timekeeping, attending all scheduled appointments etc.) |  |  |

* 1. **Professional skills - ethical practice\***

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Draw on their knowledge of relevant professional codes of conduct and apply this to clinical work? |  |  |
| Consistently conduct themselves in a manner, which is congruent with ethical and professional standards? |  |  |
| Identify and discuss ethical and professional issues as they arise in clinical work? |  |  |

\* Guidance note: In this section the standards to hold in mind are those set out in the HCPC Standards of Conduct, Performance and Ethics, the BPS Code of Ethics and Conduct and the DCP Professional Practice Guidelines

* 1. **Professional skills - work with clinical psychologists and colleagues from other disciplines\***

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Develop and maintain a professional and respectful relationship with other staff? |  |  |
| Communicate effectively with other staff? |  |  |
| Work constructively and co-operatively in clinical situations where responsibilities are shared with other staff? |  |  |
| Achieve a balance between maintaining their professional autonomy and identity while respecting the values of colleagues? |  |  |

\* Guidance note: if the above ratings were based on feedback from the wider MDT, please add specific comments from the wider MDT in the comments box below alongside any other comments you have

* 1. **Professional skills - flexibility**

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Adapt their personal style to the needs of the client and of the service? |  |  |
| Reformulate and rethink if/when new evidence emerges, which challenges earlier ideas? |  |  |
| Adapt or change the therapeutic approach in the light of a reformulation? |  |  |

* 1. **Professional skills – motivation and persistence**

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Adopt a constructive and realistic approach to difficulties, which emerge? |  |  |
| Persist in managing challenging clinical situations? |  |  |
| Show interest rather than despair when faced with difficulties? |  |  |

* 1. **Professional skills - wellbeing**

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Monitor and reflect on their own wellbeing |  |  |
| Identify and reflect appropriately on instances where personal issues/wellbeing may impact on their work |  |  |
| Seek appropriate support where needed |  |  |
| **Overall capacity for personal-professional skills** |  |  |

*If the above ratings were based on feedback from the wider MDT, please add specific comments from the wider MDT in the comments box below alongside any other comments you have*

Any comments and specific learning targets at the point of MPR or EPR – this must be completed if there are ratings of 1:

|  |
| --- |
| MPR comments: |
| EPR comments: |

1. **CAPACITY FOR COMMUNICATION**
   1. **Written communications**

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to maintain clinical records and prepare reports and letters:** | **Rating at MPR** | **Rating at EPR** |
| To an appropriate standard, without the need for major revision or editing? |  |  |
| That demonstrate clarity of thought and expression? |  |  |
| That are appropriately structured and phrased in relation to their intended recipients/ readers? |  |  |
| That are completed/submitted promptly, in line with local service standards? |  |  |

* 1. **Verbal communications with colleagues and fellow professionals**

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to communicate verbally in a professional context:** | **Rating at MPR** | **Rating at EPR** |
| In a manner which conveys information clearly and professionally and respectfully? |  |  |
| In a manner which is tailored to the recipient(s)? |  |  |

* 1. **Teaching and training**

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Orient content and teaching methods in line with the aims of teaching? |  |  |
| Adapt content and teaching methods in line with the knowledge, developmental level and expectations of the audience? |  |  |
| Present material clearly and effectively? |  |  |
| **Overall capacity for communication** |  |  |

Any comments and specific learning targets at the point of MPR or EPR – this must be completed if there are ratings of 1:

|  |
| --- |
| MPR comments: |
| EPR comments: |

1. **“SERVICE-DELIVERY” – WORKING WITH THE ORGANISATION AND WITH SERVICE USERS**
   1. **Work with the organisation**

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Understand local work / organisational context and decision-making structures, including the location of clinical psychology within the organisation? |  |  |
| Draw on knowledge of relevant national and legislative contexts and apply this to local services? |  |  |
| Participate effectively within those aspects of the organisational structure relevant to their role? |  |  |
| Work effectively with multi-disciplinary teams or other aspects of the organisation in order to develop and implement clinical plans? |  |  |
| Supervise/support the work of other professionals (at a level appropriate to their current level of competence)? |  |  |

* 1. **Working with service users and carers**

|  |  |
| --- | --- |
| Was the trainee able to undertake service user / carer consultation on this placement? | |
| YES |  |
| NO |  |

\*Guidance note: it is a course requirement that trainees undertake this in at least two placements across training

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Draw on knowledge of ways in which service users and carers can be involved in service planning |  |  |
| Facilitate the involvement of service users and carers in service planning |  |  |
| Make links with service users and/or carers in order to understand their perspectives on the service\* |  |  |
| **Overall capacity to work with the organisation and service users** |  |  |

Any comments and specific learning targets at the point of MPR or EPR – this must be completed if there are ratings of 1:

|  |
| --- |
| MPR comments: |
| EPR comments: |

1. **CAPACITY TO USE SUPERVISION**
   1. **Use of supervision**

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Use supervision flexibly to meet training needs? (i.e. to seek reassurance, anxiety reduction, to gain feedback or to learn, as appropriate, asking for advice and guidance) |  |  |
| Listen to and make use of feedback? |  |  |
| Listen to and respond appropriately to constructive criticism? |  |  |
| Listen to and act on advice? |  |  |

* 1. **Capacity for accurate self-appraisal**

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Show evidence of being reflexive - i.e. realistic about his/her capabilities? |  |  |
| Be realistic about their own capabilities and about their limitations? |  |  |

* 1. **Capacity for contribute actively to supervision**

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Make an active contribution to supervision (e.g. being well prepared, reading suggested material, and identifying relevant material for themselves)? |  |  |
| Suggest ways of understanding clinical issues from a psychological perspective? |  |  |
| Actively suggest ways forward, based on their understanding of relevant clinical issues? |  |  |
| **Overall capacity to use supervision** |  |  |

Any comments and specific learning targets at the point of MPR or EPR – this must be completed if there are ratings of 1:

|  |
| --- |
| MPR comments: |
| EPR comments: |

1. **SKILLS IN COGNITIVE AND NEUROPYCHOLOGICAL ASSESSMENT**

|  |  |
| --- | --- |
| Was cognitive and neuropsychological assessment a part of the placement? If NO then move to the next section | |
| YES |  |
| NO |  |

|  |  |
| --- | --- |
| Were you able to observe the trainee undertaking cognitive and neuropsychological assessments? | |
| YES |  |
| NO |  |

|  |  |  |
| --- | --- | --- |
| **Does the trainee have the ability to:** | **Rating at MPR** | **Rating at EPR** |
| Draw on relevant knowledge regarding the principles of psychometric assessment? |  |  |
| Draw on knowledge about which tests to use and what the tests measure? |  |  |
| Draw on knowledge to choose appropriate psychometric tests for complex cases? |  |  |
| Carry out testing procedures reliably and in line with test protocols? |  |  |
| Adjust test procedures appropriately to accommodate client’s capacity to undertake testing (e.g. language, social or psychological factors)? |  |  |
| Interpret test results accurately and in line with the limitations / variations of test procedures? |  |  |
| Give appropriately tailored verbal and written feedback to clients? |  |  |
| Give appropriately tailored verbal and written feedback to professionals? |  |  |
| **Overall capacity to implement psychometric assessment** |  |  |

Any comments and specific learning targets at the point of MPR or EPR – this must be completed if there are ratings of 1:

|  |
| --- |
| MPR comments: |
| EPR comments: |

1. **FEEDBACK ON AREAS OF COMPETENCE SPECIFIC TO THIS PLACEMENT (and not covered in the foregoing sections)**

In some settings, trainees may be expected to develop and apply skills and competences that are not listed above. If this is the case, supervisors can use the table below to identify these skills and rate trainee progress. (If the foregoing sections have already covered the skills and competences which supervisors feel are relevant they do not need to complete this table).

1. identify (and insert) specific areas of clinical and professional skills and competences which a trainee needs to demonstrate in your placement
2. rate progress with these competences

|  |  |  |
| --- | --- | --- |
| **Areas of competence specific to your placement:** | **Rating at MPR** | **Rating at EPR** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Any comments and specific learning targets at the point of MPR or EPR – this must be completed if there are ratings of 1:

|  |
| --- |
| MPR comments: |
| EPR comments: |

**This is to be completed by the supervisor(s) at the EPR and passed to the next supervisor by the trainee when they start their next placement to incorporate into the placement contracting process**

Guidance note: This section is designed to help make the trainee's next supervisor more aware of areas in which the trainee functions well, where they need to continue building on current skills, and where they need to focus more attention.

*If this is the final placement of training, the supervisor can add feedback here for the trainee to consider as they enter qualified roles, noting their areas of strength and also areas to further develop within a qualified role*

|  |  |
| --- | --- |
| **Trainees name:** |  |
| **Supervisor(s) name and placement type:** |  |

**Areas of strength/ achievements:**

|  |
| --- |
|  |

**Areas where the trainee would benefit from building on current skills:**

|  |
| --- |
|  |

**Appendix 1: Additional comments from MPR:**

Any further comments or issues that need to be recorded by the MPR visitor about the placement and / or trainee at the point of MPR:

|  |
| --- |
|  |

**Appendix 2: Action plan for concerns regarding placement progression**

If at the point of MPR, the supervisor ticks “No – a viva is indicated” to the question: “At this stage, is the trainee on course to pass the placement?”, and / or at the MPR, the MPR visitor ticks the comment ”Confirmed at MPR meeting that there are concerns about trainee progression that could lead to viva”, the supervisor, trainee and MPR visitor **must** complete the below table to clearly indicate what steps need to be taken in order for the placement to pass (this will link to any summative goals set at the MPR):

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Summative goal | Action to be taken by trainee | Action to be taken by supervisor / service | Date(s) when this will be reviewed by MPR visitor with supervisor and trainee (add as many review dates as needed) | Outcome of the review(s) – please record the outcome of all reviews in line with the date of the review |
| *Example: [Trainee] to carry out appropriate risk assessments and follow risk assessment protocol for the service* | 1. Trainee to review risk assessment protocol for service. 2. Trainee to practice in supervision through role-play carrying out risk assessment. 3. Trainee to observe supervisor conducting risk assessment 4. Trainee to conduct a risk assessment using the service protocol being observed by supervisor | 1. Supervisor to ensure trainee has access to current risk protocol. 2. Supervisor to offer role-play opportunities, playing the role of therapist first then client 3. Supervisor to ensure trainee has opportunity to observe at least two risk assessments in the month following the MPR 4. Supervisor to observe risk assessment | One week after MPR for point 1 (10/01/2020)  One month after MPR for points 2, 3 and 4 (03/02/2020 and again on 10/03/2020) | 10/01/2020 – supervisor had provided the current risk protocol to the trainee and they had been reviewing it regularly as part of observing assessments in the service  03/02/2020 – supervisor and trainee had completed several role-plays in supervision (supervisor acting as therapist and client, trainee acting as therapist and client). Trainee had had opportunity to observe 2 risk assessments since the MPR meeting. Trainee conducted risk assessment but was not able to follow the protocol in full despite the above opportunities.  10/03/2020 – supervisor provided further observation opportunities and role-plays in supervision but trainee was not able to adequately conduct any subsequent risk assessments. |
|  |  |  |  |  |