**University College Cork**

**Doctor of Clinical Psychology 2024 -25**

**Mid-Placement Review – Supervisor Feedback**

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| **Supervisor** |  |

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| **Trainee** |  |

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| **Placement Number and Care Group** |  |

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| **Days completed on placement to date** |  |

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| **Review of Placement Plan** | |
| **Progress / special circumstances / changes / targets for second half?** | |
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| **Supervision – Number Formal Hours** | **Supervision – Mutual Observation** |
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| **Supervision – Comment on trainee use of supervision** | |
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| **Mid-Placement Review of Core Competencies** *(Please circle your best fit evaluation of the trainee’s progress to date and elaborate in summary of strengths section, if appropriate; This mid-placement evaluation should NOT preclude changes with fuller information at end of placement).* |
| **1. Meta-competencies**  *Practice within ethical frameworks with integrity; adaptability; conceptual and critical ability;*  *evidence of appropriate self-care, reflectiveness and personal awareness; capacity to form effective interpersonal relationships; demonstrates scientific thinking; awareness of professional issues; practice informed by awareness of diversity and socio-cultural contexts; good work organisational skills and time management.* |
| 1. Strength 2. Appropriate *at this Stage* 3. Requires Specific Attention 4. Insufficient Information to Evaluate At this Stage |
| **2. Psychological Assessment**  *Develop and maintain effective therapeutic and working alliances and work in a client-Focused way; capacity to choose, use and interpret a range of assessment methods including clinical interview, observation assessment, and test administration; demonstrate an understanding and knowledge of the application of psychometric theory; integrate, interpret, and synthesise information from range of sources; demonstrate hypothesis-led assessment and the application of knowledge to assessment; awareness of importance of confidentiality and risk assessment.* |
| 1. Strength 2. Appropriate *at this Stage* 3. Requires Specific Attention 4. Insufficient Information to Evaluate At this Stage |
| **3. Psychological Formulation**  *Capacity to develop coherent structured formulation with explanatory power, based on presenting evidence and informed by theory and the evidence base; capacity to formulate from single and multiple theoretical models while demonstrating clinical reasoning; collaboration in sharing and constructing a formulation with service users; capacity to re-formulate when appropriate.* |
| 1. Strength 2. Appropriate *at this Stage* 3. Requires Specific Attention 4. Insufficient Information to Evaluate At this Stage |
| **4. Psychological Interventions**  *Capacity to implement an intervention based on formulation within a therapeutic relationship; good technical skills in implementing therapeutic protocols; non-specific therapeutic processes and skills evident; capacity to adapt interventions to changing circumstances; person-centred interventions responsive to clients’ needs and process issues; implement evidence-based and empirically supported therapies; works within timeframes and manages endings and transitions; able to evaluate intervention. Consideration should be given, where appropriate, to intervention competence with individual service-users; with families, groups and systems, and to indirect intervention and consultation.* |
| 1. Strength 2. Appropriate *at this Stage* 3. Requires Specific Attention 4. Insufficient Information to Evaluate At this Stage |
| **5. Use of Supervision**  *Comes prepared for supervision and participates fully; is responsiveness in-session to supervisory interventions; establishes a good supervisory alliance; evidence of growth through supervision.* |
| 1. Strength 2. Appropriate *at this Stage* 3. Requires Specific Attention 4. Insufficient Information to Evaluate At this Stage |
| **6. Communication**  *Clear, accurate and effective verbal and non-verbal communication across modalities; record keeping consistent with service and professional guidelines; capacity to disseminate psychological information to other professionals and service users both verbally and in written communication; good presentation skills; ability to adapt content and style of communication to the context. Sufficient evidence of written communication including a range of reports and letters must be demonstrated.* |
| 1. Strength 2. Appropriate *at this Stage* 3. Requires Specific Attention 4. Insufficient Information to Evaluate At this Stage |
| **7. Advocacy**  *Awareness of advocacy role for clinical psychologists including in service evaluation work and policy development; promoting self-advocacy for individual clients.* |
| 1. Strength 2. Appropriate *at this Stage* 3. Requires Specific Attention 4. Insufficient Information to Evaluate At this Stage |
| **8. Leadership, organisational and systemic Influence**  *Capacity to adapt to and contribute to service context; capacity to exert influence in teams and groups particular in team development activities; capacity to promote psychological mindedness and role awareness; capacity to engage, collaborate and work effectively with other professionals, service users and carers and others; taking a mentoring role to more junior staff* |
| 1. Strength 2. Appropriate *at this Stage* 3. Requires Specific Attention 4. Insufficient Information to Evaluate At this Stage |
| **9. Trainee offering Teaching**  *Preparation, Delivery of Teaching, Didactic Strategies.* |
| 1. Strength 2. Appropriate *at this Stage* 3. Requires Specific Attention 4. Insufficient Information to Evaluate At this Stage |
| **10. Evaluating outcomes**  *Capacity to monitor outcomes of individual clinical practice using formal and bespoke approaches; utilize outcome information to reflect on practice; knowledge of outcomes frameworks including applicability of psychometric theory; service evaluation, audit and research* |
| 1. Strength 2. Appropriate *at this Stage* 3. Requires Specific Attention 4. Insufficient Information to Evaluate At this Stage |

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| **Summary of Strengths, areas requiring attention and targets** |
| **Strengths shown to date** |
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| **Areas requiring attention** |
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| **Targets and requirements for second part of placement** |
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| **Placement tutor evaluation *(note any topics discussed at placement meeting not documented on form, clearly state evaluation of placement to date including pass/fail, discuss any new risks/critical incidents):*** |
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| **Checks** | |
| **End-Placement meeting Date** |  |
| **Supervisor’s Signature / Date** |  |
| **Trainee Signature / Date** |  |
| **Course Tutor Signature / Date** |  |