**University College Cork**

**Doctor of Clinical Psychology 2025- 26**

**End-Placement – Supervisor Evaluation of Clinical Competence Form**

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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 by end of placement** |  |

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| **Review of Placement Experiences** |

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| **Any special circumstances?** *(supervisory relationship, leave, split supervision, illness etc.)* | |
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| **Review of placement plan** *(how far has it been fulfilled, gaps, etc.)* | |
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| **Opportunities to observe trainee?** *(client contact, consultation, teaching, meetings etc.)* ***NOTE: a record of an observation should be included at end of placement*** | |
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| **Supervision – Number Formal Hours** | **Clinical Logbook Validated?** |
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| **Communications assessed?** *(written work etc.)* | **Other sources of Information?** |
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| |  | | --- | | **End-Placement Review of Core Competencies** *(Please comment on each core competence to support end-placement rating scale marks. It is useful to highlight both strengths and targets for development in order to help trainee, future supervisors and course team to plan for future placements)* |  |  | | --- | | **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.* | |  | | **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.* | |  | | **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.* | |  | | **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.* | |  | | **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.* | |  | | **Advocacy**  *Awareness of advocacy role for clinical psychologists including in service evaluation work and policy development; promoting self-advocacy for individual clients.* | |  | | **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.* | |  | | **Trainee offering Teaching**  *Preparation, Delivery of Teaching, Didactic Strategies.* | |  | | **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* | |  | | **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.* | |  |  |  | | --- | | **Summary** |  |  | | --- | | **Supervisor summary** *(key points; strengths; summary of future targets).* | |  | | **Trainee Comments** *(having read and discussed supervisor feedback).* | |  | |

**Clinical Placement Ratings** The trainee is rated against the standard expected at his/her level of training and in the context of the agreed placement plan. Please indicate, by circling “A” or “U”, whether or not there was sufficient opportunity to demonstrate each competence during placement.

**Competency Assessment Form**

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|  | **Opportunity** | **Rating** | | | | |
| **Competencies** | A - Available  U - Unavailable  *Circle as appropriate* | **Not competent** | **Not Sufficiently Competent** | **Competent** | **Highly competent** | **Excellent** |
| Assessment | A / U | 1 | 2 | 3 | 4 | 5 |
| Formulation | A / U | 1 | 2 | 3 | 4 | 5 |
| Intervention | A / U | 1 | 2 | 3 | 4 | 5 |
| Use of supervision | A / U | 1 | 2 | 3 | 4 | 5 |
| Communication | A / U | 1 | 2 | 3 | 4 | 5 |
| Advocacy | A / U | 1 | 2 | 3 | 4 | 5 |
| Leadership | A / U | 1 | 2 | 3 | 4 | 5 |
| Teaching | A / U | 1 | 2 | 3 | 4 | 5 |
| Evaluating outcomes | A / U | 1 | 2 | 3 | 4 | 5 |
| **Meta-competencies** |  | | | | | |
| Integrity & Ethical Awareness | A / U | 1 | 2 | 3 | 4 | 5 |
| Adaptability | A / U | 1 | 2 | 3 | 4 | 5 |
| Conceptual & Critical Ability | A / U | 1 | 2 | 3 | 4 | 5 |
| Self-Care, Reflectiveness & Personal Awareness | A / U | 1 | 2 | 3 | 4 | 5 |
| Relationships | A / U | 1 | 2 | 3 | 4 | 5 |
| Scientific Thinking | A / U | 1 | 2 | 3 | 4 | 5 |
| Professional Issues Awareness | A / U | 1 | 2 | 3 | 4 | 5 |
| Diversity Awareness & Responsivity | A / U | 1 | 2 | 3 | 4 | 5 |

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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, note any feedback on placement in general):*** |
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| Supervisor’s Signature / Date |  |
| Trainee Signature / Date |  |
| UCC Placement Tutor Signature / Date |  |