**University College Cork**

**School of Applied Psychology**

**Doctor of Clinical Psychology**

**Clinical Report – Process Case Report**

|  |  |
| --- | --- |
| Trainee: |  |
| Supervisor: |  |
| Project Title: |  |
| Date Submitted:  |  |

**GENERAL COMMENTS**

*Your comments may be informed by the general assessment criteria outlined overleaf. You are also asked to rate each of the assessment dimensions on the table overleaf in addition to the comments made below. Please continue on a separate sheet if required.*

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| **GRADE** |  |  **PASS / FAIL** |  | **MARKER** |  |  | **DATE** |  |

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| **CRITERIA** | **Excellent /****Highly Competent** | **Competent** | **Not Competent /****Very Poor** |
| **Referral Context***(Referral objectives, service context. current status of client,)* |  |  |  |
| **Knowledge Base Links***(How well is work informed by relevant knowledge base information and professional practice guidelines)* |  |  |  |
| **Assessment and Formulation***(competence in choosing, using and interpreting assessment methods–arriving at coherent psychological formulation for current stage of therapy)* |  |  |  |
| **Process Analysis (1)***(analysis of therapeutic fidelity; consideration of therapeutic alliance, verbal and non-verbal communications, use and impact of reflections, interpretations, confrontations; consideration of pace, turn-taking, awareness of cultural and diversity issues etc..)* |  |  |  |
| **Process Analysis (2)***(relating interpersonal transactions within session to interpersonal processes within life / lives of clients; consideration of transference and counter-transference; boundary dynamics etc.)* |  |  |  |
| **Reflections and Conclusions***(other process analyses shown – describe in comments section - good review of strengths and weaknesses; supervision interface; clinical implications; personal issues and learning experiences)* |  |  |  |
| **Presentation***(Clear and succinct style of writing; good structure and use of sub-sectioning; attention to referencing, grammar etc.)* |  |  |  |