



CLINICAL PSYCHOLOGY PRACTICUM COMPETENCIES RATING SCALE (CΨPRS)

TRAINEE									
PRIMARY SUPERVISOR									
OTHER SUPERVISOR (S)									
COURSE	Doctor of Clinical Psychology / Master of Science (DCP/MSc)								
PLACEMENT DATES	FROM			TO					
YEAR OF TRAINING	<input type="checkbox"/> 1	<input type="checkbox"/> 2		<input type="checkbox"/> 3		TOTAL			
PLACEMENT NUMBER	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	-			
PLACEMENT TYPE	INTERNAL	INTERNAL	EXTERNAL	EXTERNAL	EXTERNAL	-			
PLACEMENT HOURS COMPLETED AS PART OF CLINICAL DEGREE (RECORD TOTAL)	<input type="checkbox"/> 240 <input type="checkbox"/> 336	<input type="checkbox"/> 240 <input type="checkbox"/> 336	<input type="checkbox"/> 336	<input type="checkbox"/> 336	<input type="checkbox"/> 336				
PATIENT CONTACT HOURS (RECORD ALL TOTALS)									
PLACEMENT AGENCY									
PATIENT POPULATION (TICK)	<input type="checkbox"/> Older Adult	<input type="checkbox"/> Adult	<input type="checkbox"/> Adolescent	<input type="checkbox"/> Child&Family	<input type="checkbox"/> Other				
SETTING (TICK)	<input type="checkbox"/> University Clinic	<input type="checkbox"/> NSW Health	<input type="checkbox"/> Corrective Services	<input type="checkbox"/> DOCS	<input type="checkbox"/> Private Practice	<input type="checkbox"/> Other			
PLACEMENT TYPE (TICK)	<input type="checkbox"/> Inpatient Hospital	<input type="checkbox"/> Outpatient Hospital	<input type="checkbox"/> Community Health	<input type="checkbox"/> Mental Health	<input type="checkbox"/> Neuro psychology	<input type="checkbox"/> Other			
THERAPEUTIC APPROACHES (TICK)	<input type="checkbox"/> CBT	<input type="checkbox"/> DBT	<input type="checkbox"/> ACT	<input type="checkbox"/> IPT	<input type="checkbox"/> Psycho dynamic	<input type="checkbox"/> Schema Therapy	<input type="checkbox"/> Family Therapy	<input type="checkbox"/> N/A	<input type="checkbox"/> Other
WORK TYPE (CIRCLE)	<input type="checkbox"/> Individual	<input type="checkbox"/> Group	<input type="checkbox"/> Assessment	<input type="checkbox"/> Treatment	<input type="checkbox"/> Psychometrics	<input type="checkbox"/> Other			

SECTION A (Compulsory)

The set of clinical competencies is divided into 9 broad domains as indicated in the table below.

For each domain, a developmental approach towards attainment of competence is adopted, and four stages from Beginner (Stage 1) to Competent (Stage 4) are identified. Your rating reflects your judgment of the stage that best matches the Intern's current performance level (not at placement commencement or a month ago).

DO NOT rate trainees in comparison with their peers, but in reference to a notional absolute standard of competent professional practice (Stage 4). Competence at Stage 4 is defined as comprising capabilities and skills on par with a clinical psychologist working in their first job following completion of their DCP/MSc degree.

It is anticipated that ratings across placements during DCP/MSc Years 1, 2 & 3 should reflect progression towards competency and that most trainees will attain Stage 4 at course completion. Performance levels during earlier placements are likely to match Stages 1 and 2 and, as training progresses, move towards Stages 3 and 4.

An important role of supervisors is to be gate-keepers of the profession. So you are strongly encouraged to mention any concerns you might have about the trainee's suitability for clinical practice, slow progress, or specific needs. If you are uncertain about an issue, write it down and indicate that you are uncertain and require additional discussion/clarification about the issue. Alternatively, mention this in the confidential section of the report.

STAGES	DESCRIPTION OF CATEGORIES
STAGE 1. BEGINNER	Knowledge and skills are at an early stage or yet to be developed. Inadequate knowledge and/or difficulty applying knowledge to practice. Several problems or inadequacies occur during sessions. There may be an absence of key features, inability to prioritise issues or to make appropriate judgments. Little awareness of process issues. On par with trainees commencing training without any practicum experience. Regular and intensive supervision required.
STAGE 2.	Some basic competencies in assessment and intervention, manages narrow range of patients with low levels of severity, using structured therapeutic activities. Performance is variable; major problems may occur occasionally; regular supervision required.
STAGE 3.	Moderate repertoire of basic competencies in both assessment and intervention leading to management of a wider range of patients. Demonstrates understanding of underlying principles and a moderate ability to generalise these to new cases/situations. Performance can be improved in minor ways; less frequent supervision required.
STAGE 4. COMPETENT	Large repertoire of basic to advanced competencies in both assessment and intervention, applied across range of patients and severity levels. Performance has reached competency levels on a par with a clinical psychologist working in their first job upon qualification.

You must complete the following sections.

To record your rating, place a vertical line on the scale as shown below, or tick N/A for not applicable (if available).





1. Relational skills	Overall Rating			
	Stage 1 Beginner	Stage 2	Stage 3	Stage 4 Competent
Includes ability for empathic understanding, application of basic counselling techniques, and collaborative goal formulation with patients.	●	●	●	●
a) Ability to form and communicate an empathic understanding to patients, carers, and significant others.	●	●	●	●
b) Ability to apply basic counselling techniques appropriately including clarification, paraphrase and summarisation responses.	●	●	●	●
c) Ability to use active and responsive listening skills.	●	●	●	●
d) Ability to formulate patient goals in a collaborative manner.	●	●	●	●
Comments:				

2. Clinical Assessment Skills	Overall Rating			
	Stage 1 Beginner	Stage 2	Stage 3	Stage 4 Competent
Includes ability to perform adequate assessments in a time efficient and in a personally/socio-culturally sensitive manner. Ability to demonstrate appropriate diagnostic skills, prioritise issues, and assess risk.	●	●	●	●
a) Efficiency in conducting an adequate assessment.	●	●	●	●
b) Ability to apply appropriate breadth of questioning to cover important issues including a mental state examination.	●	●	●	●
c) Ability to apply appropriate depth of questioning to ensure adequate understanding of key issues.	●	●	●	●
d) Ability to use a hypothesis testing framework effectively.	●	●	●	●
e) Ability and skill to make correct diagnoses and differential diagnoses.	●	●	●	●
f) Ability to undertake assessments in a socio-culturally sensitive manner.	●	●	●	●
Comments:				



5. Scientist Practitioner Approach	Overall Rating			
Knowledge of theoretical and research evidence related to diagnosis, assessment and intervention. Respect for scientific methods and empirical evidence and commitment to their application to clinical practice	Stage 1 Beginner	Stage 2	Stage 3	Stage 4 Competent
a) Commitment to applying theoretical and research knowledge relevant to the practice of psychology within the clinical setting.				
b) Knowledge of theoretical and research evidence related to diagnosis, assessment and intervention.				
c) Respect for and use of the scientific method in clinical work.				
Comments:				

6. Personal Capacities	Overall Rating			
Cognitive (e.g., problem solving, logical analysis), affective (e.g., tolerance of affect/ambiguity), motivational (values), and reflective skills conducive to professional psychology.	Stage 1 Beginner	Stage 2	Stage 3	Stage 4 Competent
a) Cognitive skills: problem-solving ability, critical thinking, organised reasoning, intellectual curiosity and flexibility.				
b) Affective skills: affect tolerance; tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty.				
c) Personality/Attitudes: desire to help others; openness to new ideas; honesty/integrity/valuing of ethical behaviour; personal courage.				
d) Demonstrates accurate self appraisal and understanding.				
e) Reflective skills: ability to examine and consider one's own motives, attitudes, behaviours and one's effect on others.				
f) Willingness to acknowledge one's inadequacies and a commitment to work towards positive change.				
g) Ability to identify personal distress, particularly as it relates to clinical work.				



8. Professional Skills	Overall Rating			
Effective organisation and time management for patient care and management. Clear and professional expressive skills, professional dress and demeanour. Good interactional skills with colleagues and other professionals.	Stage 1 Beginner	Stage 2	Stage 3	Stage 4 Competent
a) Ability to effectively structure and manage therapy time (e.g. prioritise, set limits, finish sessions on time).	●	●	●	●
b) Completion of professional tasks (e.g. evaluations, notes, reports, contacting patients, arriving promptly at meetings and appointments) in time.	●	●	●	●
c) Demonstrates an organised, disciplined approach to writing and maintaining notes and records.	●	●	●	●
d) Ability to organise and clearly present case material, and professional reports for a range of consumers.	●	●	●	●
e) Expressive skills: ability to communicate one's ideas, feelings and information in verbal, non-verbal and written forms for a range of purposes.	●	●	●	●
f) Undertakes duties such as intake, telephone duty etc. and assists where required with professional tasks.	●	●	●	●
g) Conducts self professionally in dress and demeanour.	●	●	●	●
h) Demonstrates effective presentation skills e.g. case presentation, group presentation.	●	●	●	●
i) Ability to work collaboratively with colleagues across a range of disciplines.	●	●	●	●
Comments:				



9. Response to Supervision	Overall Rating			
Good preparation and collaboration within supervision, openness to and effective use of feedback. Ability to self-reflect and self-evaluate accurately	Stage 1 Beginner	Stage 2	Stage 3	Stage 4 Competent
a) Ability to work collaboratively with the supervisor.	●	●	●	●
b) Demonstrates adequate preparation for supervision.	●	●	●	●
c) Ability/willingness to accept supervisory input, including direction.	●	●	●	●
d) Ability to follow through on recommendations.	●	●	●	●
e) Ability to appropriately balance autonomy and dependency needs.	●	●	●	●
f) Ability to self-reflect and self-evaluate accurately regarding clinical skills and use of supervision.	●	●	●	●
g) Ability to use good judgment as to when supervisory input is necessary.	●	●	●	●
Comments:				



SECTION B

SELF APPRAISAL BY THE TRAINEE

Please give your own views about your learning on this placement. Please identify the areas where you feel you have demonstrated significant development, the areas that you feel that you have been challenged, and the areas that you feel it is important for you to continue to work on and develop.

SECTION C

SUPERVISOR'S COMMENTS

Supervisors need to evaluate goals and rate of progress made during placement. If comments refer specifically to one or more of the 9 domains rated above, please mention domain name.



SECTION D

PLACEMENT PROGRESS

Whereas in the previous section, trainees were assessed based on a notional absolute standard of competence, items in this section must be rated relative to performance of peers and with respect to their current stage of development. Thus “unsatisfactory, slow, or excellent progress” may be assigned to trainees at any stage of development.

Please rate the trainee’s progress thus far. Ensure your rating is not influenced by the reasons that may have contributed to the trainee’s progress/lack of progress. If progress is below levels expected, please comment on factors in the free-text section or under confidential comments below. (e.g., attitudinal barriers, personal issues including illness).

Please circle the appropriate box.

UNSATISFACTORY PROGRESS	Progress is considerably slower than the pace expected at this stage of training. Consequently, little or no change has been observed in the trainee’s capabilities. Major deficits in one or more areas that are of serious concern.
SLOW PROGRESS	Some progress has been made, but progress has been uniformly slow across most domains, or has been achieved following above-average investments of staff resources. Rate of progress is below the standard expected at this stage of training.
INCONSISTENT PROGRESS	Progress has been inconsistent or patchy across time and/or domains, with satisfactory progress achieved some of the time/in some domains but not all the time/across all domains.
DEVELOPING WELL	Consistent and good progress has been achieved. The rate of progress matches expectations for trainees at this stage of training.
EXCELLENT PROGRESS	The trainee has made accelerated progress during the placement, much above the rate expected at this stage of training.
Comment:	



SECTION E

SUPERVISOR'S OVERALL EVALUATION

Please circle the appropriate box.

FAIL / NOT SATISFIED REQUIREMENTS (F)	This constitutes a FAIL. The trainee has a sufficiently low level of competence that their continuation would compromise patient care. The trainee will be withdrawn from the placement and a fail recorded.
NEEDS DEVELOPMENT (ND)	The professional and/or clinical practice does not satisfy a basic level of competence. The trainee and supervisor must set clear goals for the remainder of the placement that specify the skills that must be demonstrated prior to the EPR. The trainee may also need to repeat or complete additional work within a period of time determined by the CPU. The supervisor is required to re-evaluate any further work.
PASS (P)	Clinical and professional practice meets the expected level of competence for the stage of training. A pass is considered to signify work that is of a good to very good standard, according to the relevant expectations.

SUPERVISOR'S SIGNATURE		DATE	
TRAINEE'S SIGNATURE		DATE	