

Clinical Psychology Practicum Competencies Rating Scale (CΨPRS) Mid Placement Form (CΨPRS-MP)

Trainee's Institution of Study (CAPITALS):	
Name of trainee (CAPITALS):	Trainee's email:
Name of Primary Supervisor (CAPITALS):	Supervisor's email:

TRAINEE DETAILS

Course (eg. Masters):

Year of Training: Placement Type: Internal / External

Is the trainee a registered psychologist? Yes / No Years of Experience:

PLACEMENT DETAILS

Name of Placement Agency	
Date of Placement (Start and end dates)	
Placement number (Exclude placements completed before enrolment in current course/degree. E.g., 1, 2, 3, 4)	
Placement hours completed as part of the clinical degree before this placement (e.g., 100/200/300 hours)	
Placement hours completed as part of psychology training before enrolment in this degree (e.g., 100/200/300 hours)	
Client Population (e.g., Child, Adol, Adult, Older Adult)	
Placement setting (e.g., University Clinic, Govt, NGO, Private)	
Placement Type (e.g., Inpatient, Outpatient, Mental Health, Community)	
Client (e.g., Individual, Group, Family, Organisation)	
Placement Context/Focus (e.g., Assessment, Psyc testing, Interventions)	

Supported by the Australian Government Office for Learning and Teaching



This version of CΨPRS is authored by Craig Gonsalvez, Roslyn Knight, Yasmina Nasstasia, Kathryn Nicholson Perry, Alice Shires, Mark Donovan, Russell Blackman, Frank Deane and John Bushnell

SUPERVISOR & SUPERVISION DETAILS

Primary Supervisor

Years of Clinical Experience:

Years of Supervisory Experience:

Specialisation/Area of Practice Endorsement(s)

PsyBA Supervisor Accreditation: Yes / No

Therapeutic Approach/es:

Names of Additional Supervisors (if applicable):

Supervisor 1:

Supervisor 2:

Supervisor 3:

Supervision methods/techniques.

Identify the approximate **percentage of supervision time** during the entire placement you allocated to the following techniques (Total must add up to 100%)

Supervision methods/techniques	Supervision time (%)
1. Observation of trainee performance followed by feedback (DVD, one-way mirror, etc)	
2. Observation of supervisor/expert (co-therapy with supervisor as main therapist, etc)	
3. Role play (Supervisor involves the supervisee in a role-play exercise to demonstrate clinical skills before discussion & feedback)	
4. Case reports, case presentation, discussion and feedback	
5. Other (Any other method not included above)	
Total	100

SECTION A (Compulsory)

The set of clinical competencies is organised under 10 domains. 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 trainee'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, skills, and attributes on par with a graduate who has just completed all requirements of their professional Master's degree.

It is anticipated that ratings across placements during Clinical Masters Years 1 & 2 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.

Competent practice indicates performance that is satisfactory, sufficient, and reasonable, and will meet good-practice standards and expectations of informed authorities and peers (e.g., regulatory and professional bodies). Competence is not conceptualised as approximating the ideal. Following the attainment of competence at Stage 4, professionals may progress to advanced stages (e.g., Proficient levels at Stage 5, and Expert levels at Stage 6).

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 a rating, report the issue as requiring additional discussion /clarification in the Comments section.

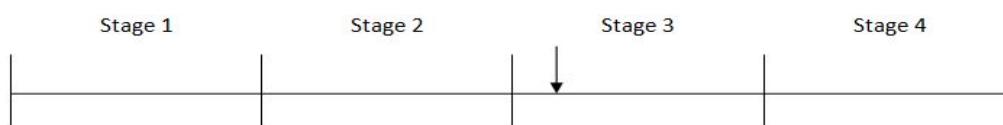
Stages	Description of Stages
Stage 1. Beginner	Knowledge, skills, attitude-value and relationship competencies are yet to be developed or at an early stage of development, and are on par with trainees commencing training without any practicum experience. Frequent minor or major inadequacies may be apparent, including difficulty applying knowledge to practice, difficulty managing sessions or conducting specific tasks, or little awareness of process issues. In later placements, a Stage 1 rating indicates failure to demonstrate adequate competency, with more frequent or intensive supervision required than would be expected.
Stage 2.	Knowledge, skills, attitude-value and relationship competencies are developing and while more basic competencies are demonstrated under some circumstances, they may be inconsistent or not generalised. More complex competencies may be absent. Minor inadequacies occur frequently and major problems may occur occasionally, although insufficient to cause serious harm. In later placements, a Stage 2 rating may indicate a failure to demonstrate adequate competency in the domain or a requirement for additional supervision to ensure adequate performance.
Stage 3.	The trainee demonstrates a moderate repertoire of basic knowledge, skills, attitude-value and relationship competencies which are generalised to a wide range of common contexts, with more complex competencies emerging. There is a growing independence and responsibility for their own practice, with only minor inadequacies occurring.
Stage 4. Competent	The trainee demonstrates a wide repertoire of basic to advanced knowledge, skills, attitude-value and relationships competencies applied across a wide range of contexts. Performance is consistent with competencies of a graduate who has just completed all requirements of their professional Master's degree. There is an appropriate level of independence and development of adequate professional identity.

COMPETENCY DOMAINS: Supervisor assessments of most competency domains are mandatory.

However, if the following domains HAVE NOT been targeted for development and if ratings WILL NOT be provided, indicate below:

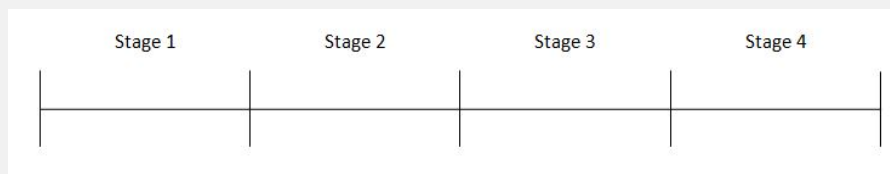
Domain	Ratings provided	Ratings not provided
Case conceptualisation competencies		
Psychological Intervention competencies		
Psychological Testing competencies		

RATING INSTRUCTIONS: To record your rating, place an arrow on the scale as shown below. The rating below indicates performance at the beginning of Stage 3.



1. Counselling Competencies

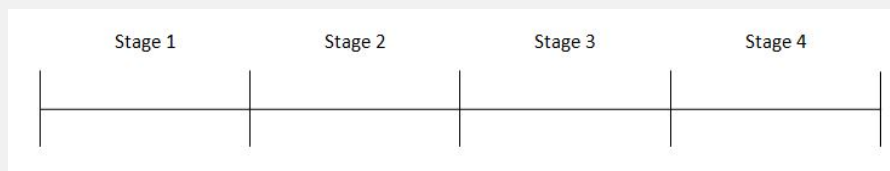
Demonstrates empathic understanding, application of basic counselling techniques, and collaborative goal formulation with clients.



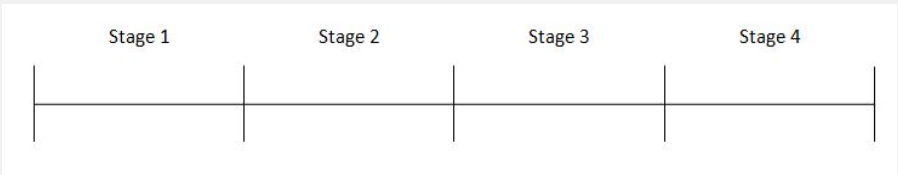
Comment:

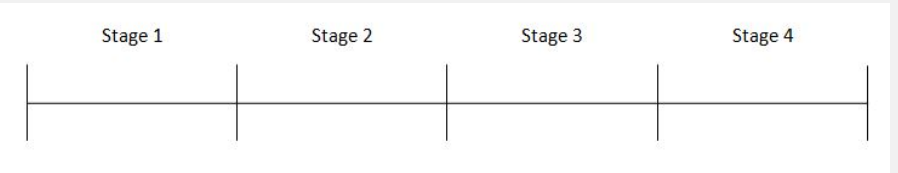
2. Clinical Assessment Competencies

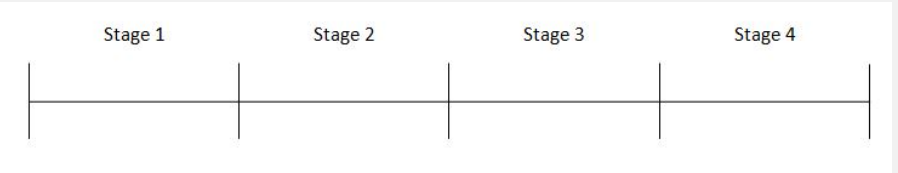
Performs adequate assessments in a time efficient and in a personally/socio-culturally sensitive manner, appropriately prioritises issues, and assesses risk.



Comment:

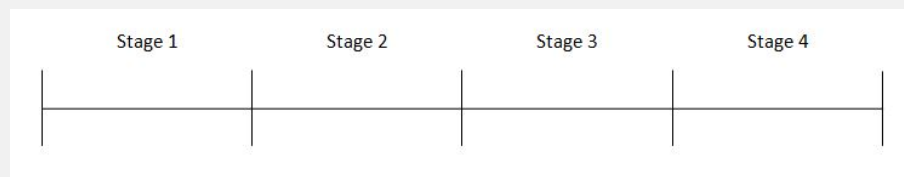
3. Case Conceptualisation Competencies Appropriately integrates information from multiple sources to inform appropriate case conceptualisations, diagnoses, and treatment plans.	
Comment:	

4. Intervention Competencies Skilfully implements appropriate, empirically supported treatment interventions; monitors treatment progress and outcomes.	
Comment:	

5. Ethical Attitude and Behaviour Demonstrates knowledge of ethical/professional codes, standards and guidelines, and commitment to their application. Maintains appropriate and respectful boundaries and seeks consultation on ethical issues.	
Comment:	

6. Scientist Practitioner Competencies

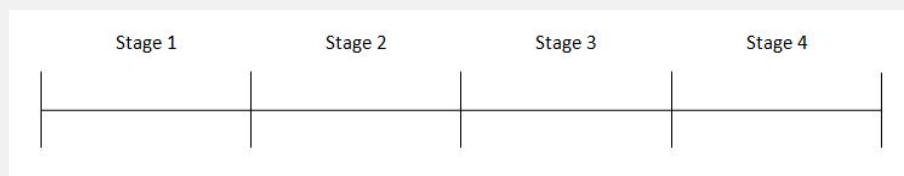
Demonstrates knowledge of theoretical and research evidence related to diagnosis, assessment and intervention. Shows respect for scientific methods and empirical evidence and commitment to their application to clinical practice.



Comment:

7. Professionalism

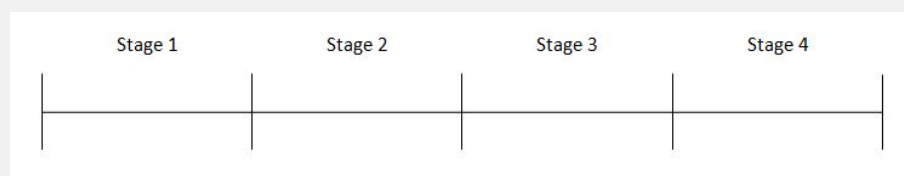
Demonstrates effective organisation and time management. Clear and professional expressive skills, professional dress and demeanour. Good interactional skills with colleagues and other professionals.




Comment:


8. Psychological Testing Competencies

Applies knowledge to correctly select, administer, score and interpret common psychometric tests, and to generate psychometric reports. Demonstrates knowledge of psychometric issues and testing theory.



Comment:

<p>9. Reflective Practice Demonstrates self-care, self-awareness and reflectivity reflection on own emotions, beliefs, values and behaviour and their effect on others. Appropriately self corrects.</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> Stage 1 Stage 2 Stage 3 Stage 4 </div>  </div>
<p>Comment:</p>	

<p>10. Response to Supervision Demonstrates good preparation and collaboration within supervision, openness to and effective use of feedback.</p>	<div style="border: 1px solid black; padding: 10px; text-align: center;"> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> Stage 1 Stage 2 Stage 3 Stage 4 </div>  </div>
<p>Comment:</p>	

SECTION C

SUPERVISOR'S OVERALL EVALUATION: place a tick in *appropriate box*.

TICK

	Unsatisfactory	Serious concerns about trainee's competencies and/or rate of progress.
	Satisfactory (Pass)	Trainee has demonstrated competencies at or exceeding expected standards at this stage of training

Supervisor's Comments (Optional)

Supervisors may mention goals, rate of progress made during placement. If comment refers specifically to one or more of the 10 domains rated above, please mention domain name

Supervisor's Signature:	Date:
Additional Supervisors:	Date:
Clinical Trainee's Signature:	Date: