

## Clinical Psychology Practicum Competencies Rating Scale (CΨPRS) End Placement (CΨPRS-EP)

<b>Trainee's Institution of Study (CAPITALS):</b>	
<b>Name of trainee (CAPITALS):</b>	<b>Trainee's email:</b>
<b>Name of Primary Supervisor (CAPITALS):</b>	<b>Supervisor's email:</b>

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

## 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.

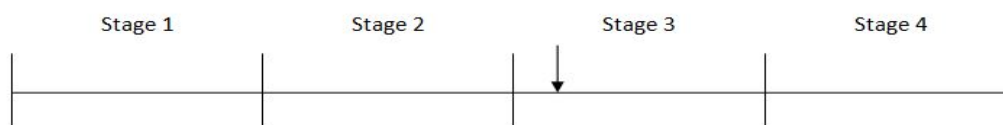
Stages	Description of Stages
<b>Stage 1. Beginner</b>	Knowledge, skills, attitude-value and relationship competencies are yet to be developed or at an early stage of development, and are on par with trainees commencing training without any practicum experience. Frequent minor or major inadequacies may 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.
<b>Stage 2.</b>	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.
<b>Stage 3.</b>	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.
<b>Stage 4. Competent</b>	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.


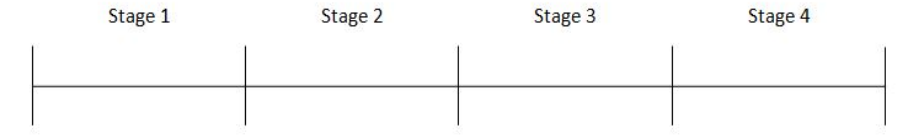
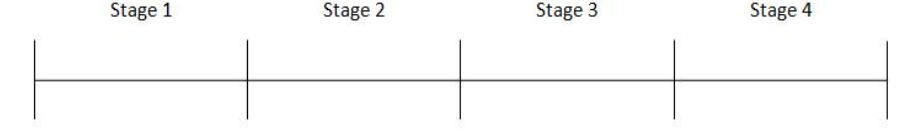


However, if the following domains HAVE NOT been targeted for development and if ratings WILL NOT be provided, indicate below:


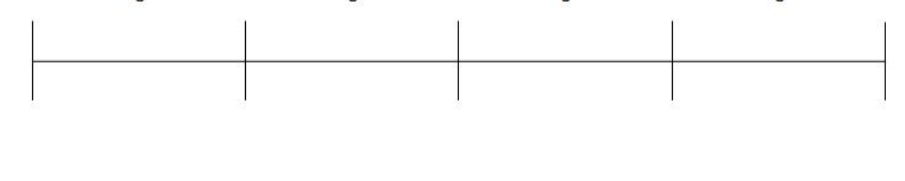
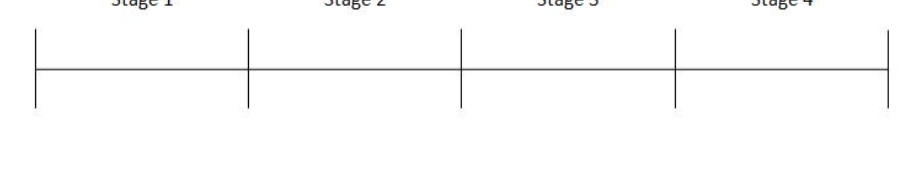
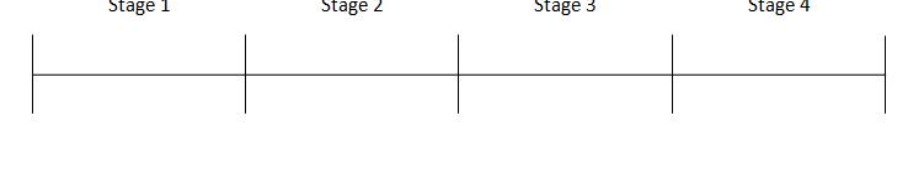
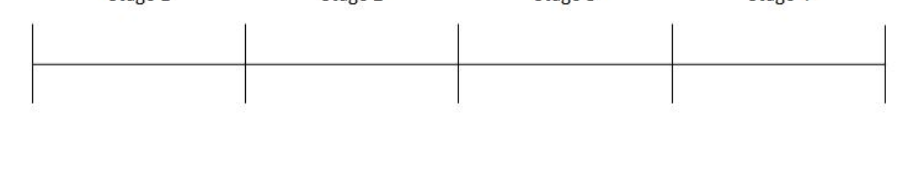
Domain	Ratings provided	Ratings not provided
Case conceptualisation competencies		
Psychological Intervention competencies		
Psychological Testing competencies		


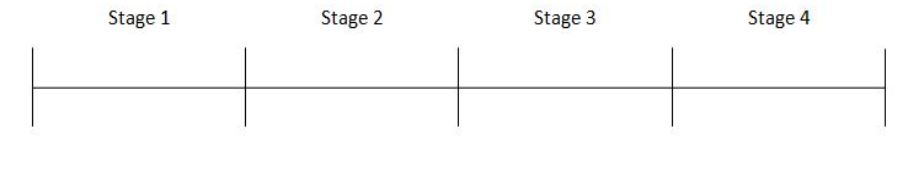
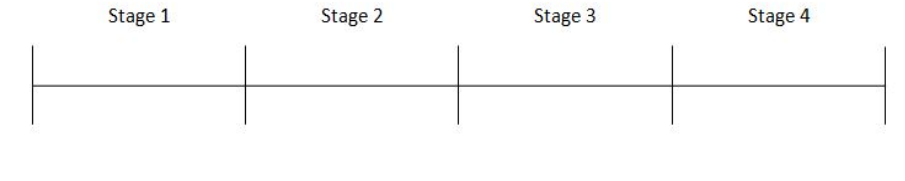
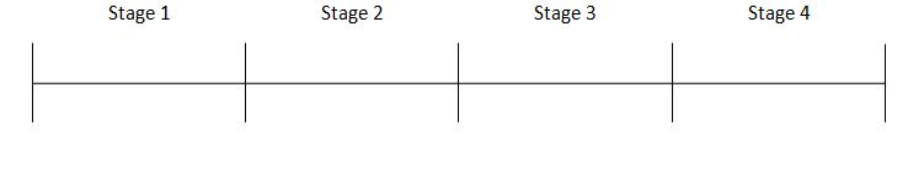
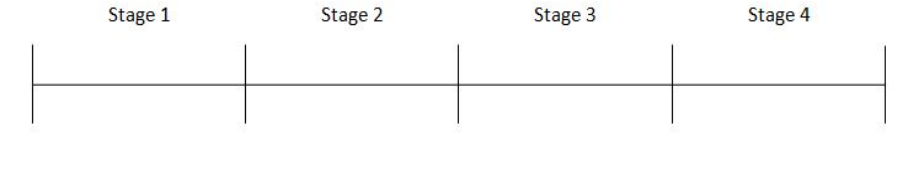
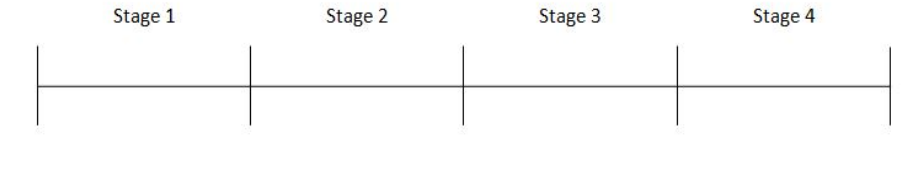
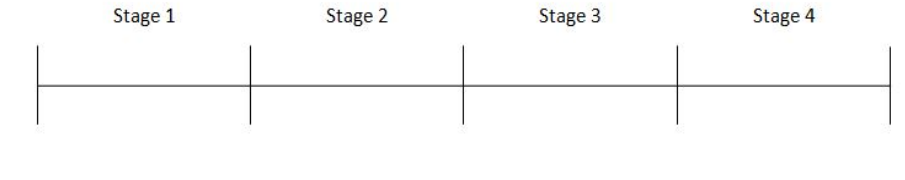
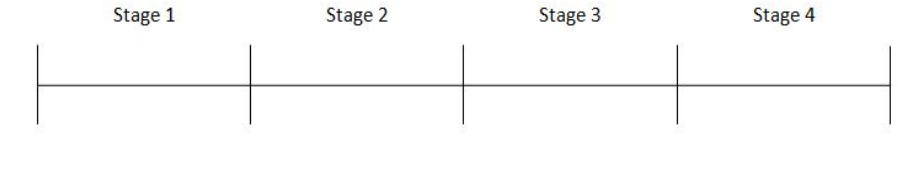
**RATING INSTRUCTIONS:** To record your rating, place an arrow on the scale as shown below. The rating below indicates performance at the beginning of Stage 3.

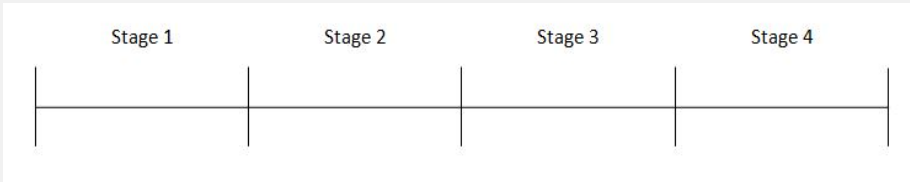

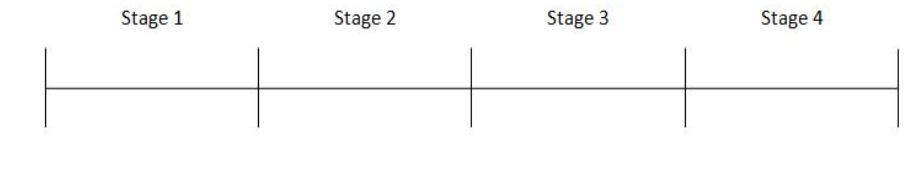
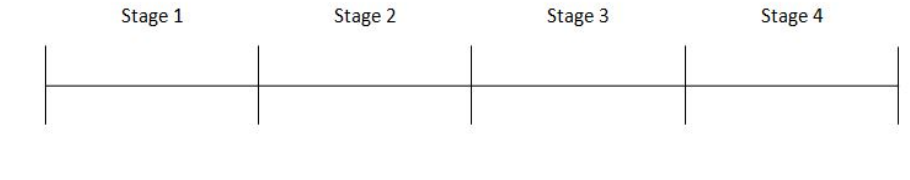
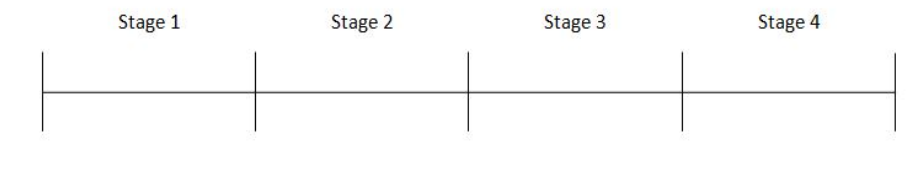


	Overall Rating
	Stage 1      Stage 2      Stage 3      Stage 4
<b>1. Counselling Competencies</b> Demonstrates empathic understanding, application of basic counselling techniques, and collaborative goal formulation with clients.	
a) Applies basic counselling techniques appropriately including clarification, paraphrase and summarising responses.	
b) Forms and communicates an empathic understanding to clients, carers, and significant others.	
c) Formulates client goals in a collaborative manner.	
d) Demonstrates accurate empathy in complex situations where affect is covert, controlled or denied.	


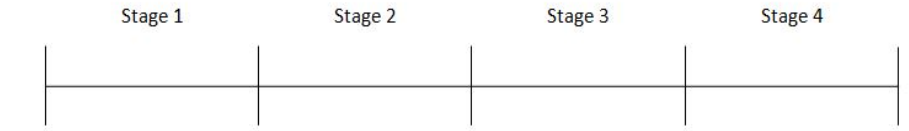
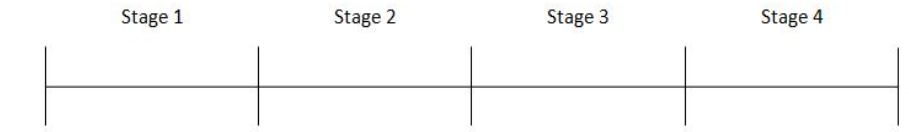
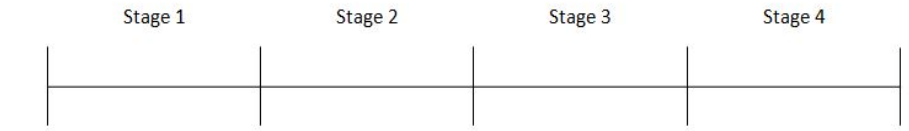
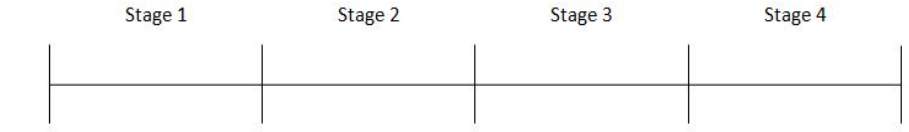
<b>2. Clinical Assessment Competencies</b> Performs adequate assessments in a time efficient and in a personally/socio-culturally sensitive manner, appropriately prioritises issues, and assesses risk.	<b>Overall Rating</b> 
a) Demonstrates knowledge of psychopathology and diagnostic criteria for clients seen at the placement.	
b) Demonstrates a systematic and logical sequence of questioning during the clinical assessment interview.	
c) Skilful and efficient in conducting a clinical assessment, including a mental state examination.	
d) Undertakes clinical assessments in an interpersonally engaging and in a socio-culturally sensitive manner.	

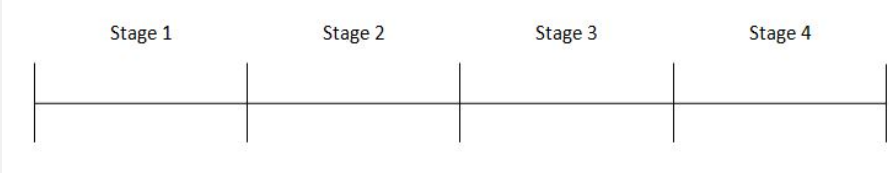
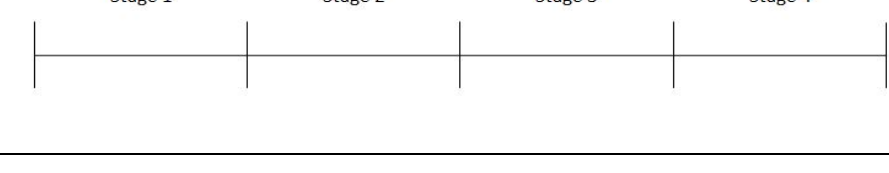
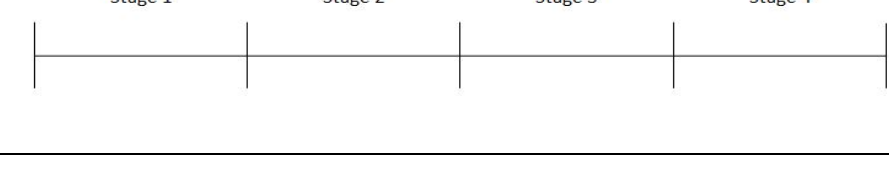
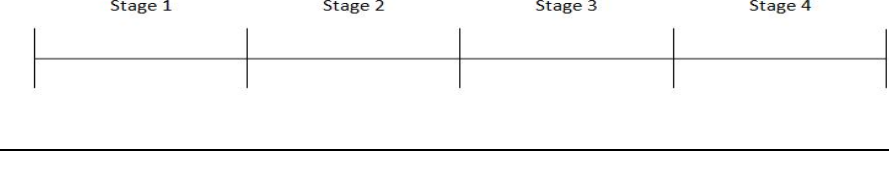
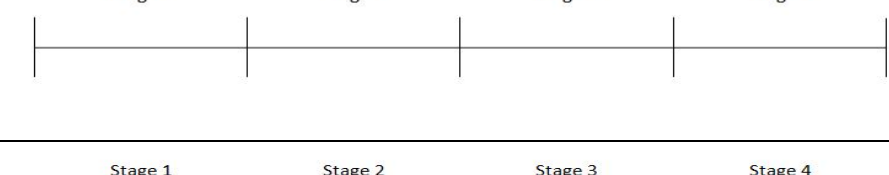

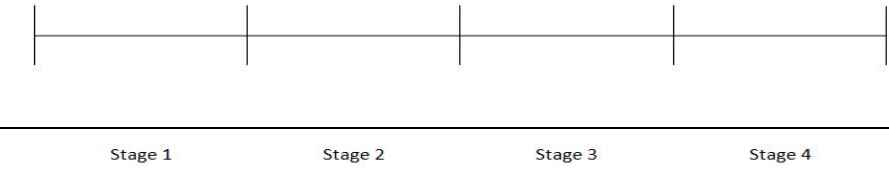
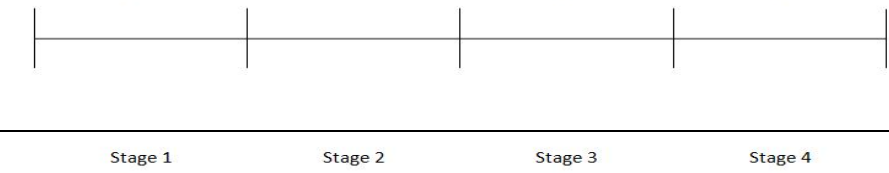

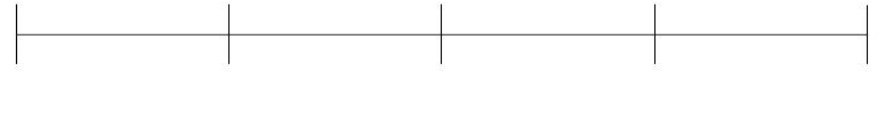
<p><b>3. Case Conceptualisation Competencies</b> Appropriately integrates information from multiple sources to inform appropriate case conceptualisations, diagnoses, and treatment plans.</p>	<p><b>Overall Rating</b></p> 
<p>a) Makes appropriate use of diagnostic frameworks (e.g., DSM5) to arrive at correct diagnoses and differential diagnoses.</p>	
<p>b) Draws upon different psychological theories and approaches to derive a meaningful case conceptualisation.</p>	
<p>c) Integrates cultural knowledge into case conceptualisation.</p>	
<p>d) Integrates assessment and other information into realistic treatment plans.</p>	

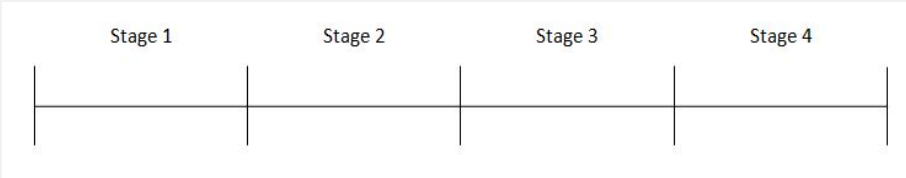

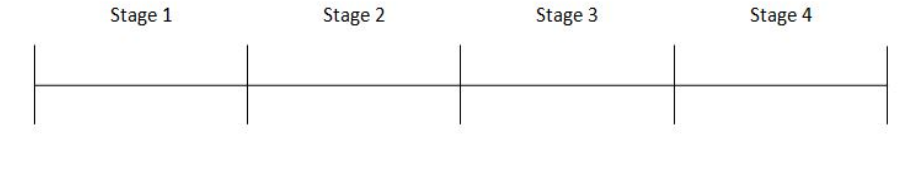
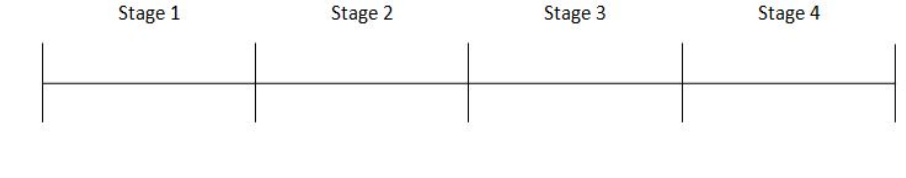
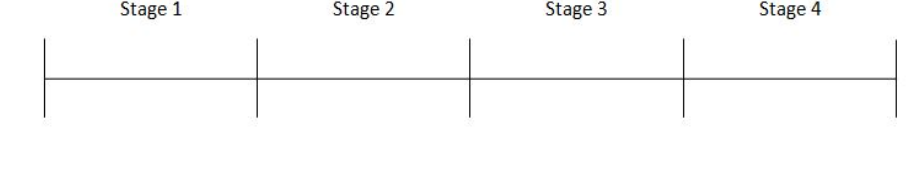
<b>4. Intervention Competencies</b> Skilfully implements appropriate, empirically supported treatment interventions; monitors treatment progress and outcomes.	<b>Overall Rating</b> 
a) Demonstrates knowledge of principles and procedures of relevant interventions	
b) Demonstrates effective application of theoretical knowledge of evidence-based treatment methods (e.g. CBT, IPT, MI).	
c) Implements interventions relevant to the needs of the client.	
d) Demonstrates flexibility and responsiveness in the application of treatments and/or in the implementation of manualised programs.	
e) Efficiently conducts evidence-based treatment approaches (e.g. CBT, IPT, MI). Fluently transitions between elements/techniques.	
f) Overcomes common difficulties in therapy through skilful interviewing to maintain therapy direction and progress.	
g) Uses appropriate measures to regularly monitor treatment progress and outcomes.	

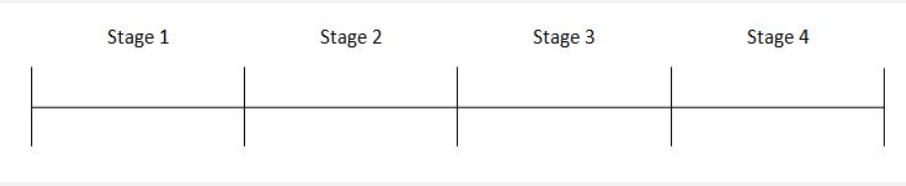
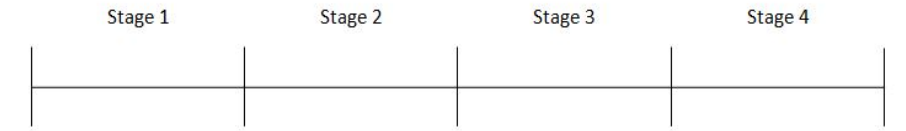
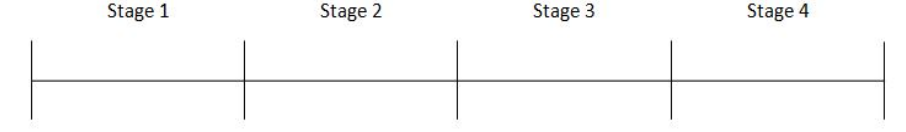
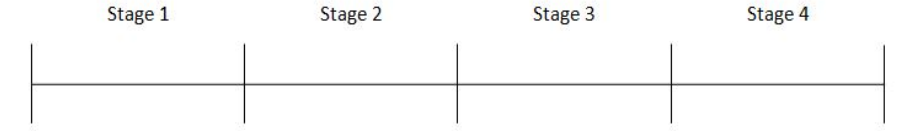



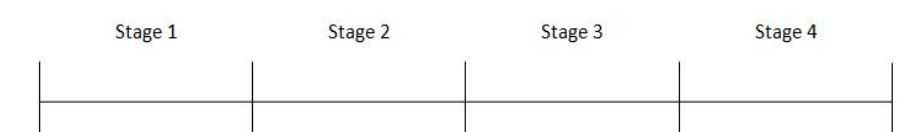
<b>5. Ethical Attitude and Behaviour</b> Demonstrates knowledge of ethical/professional codes, standards and guidelines, and commitment to their application. Maintains appropriate and respectful boundaries and seeks consultation on ethical issues.	<b>Overall Rating</b> 
a) Demonstrates knowledge of ethical/professional codes, standards and guidelines.	
b) Recognises ethical and legal issues that arise across the range of professional activities, and demonstrates good discernment and judgment in these situations.	
c) Acknowledges the limits of one's competence and makes appropriate referrals when required.	
d) Demonstrates commitment to ethical practice across a range of clinical situations.	



<b>6. Scientist Practitioner Competencies</b> 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.	<b>Overall Rating</b> 
a) Demonstrates knowledge of theoretical and research evidence related to assessment, diagnosis, case conceptualisation and treatment, and to intervention monitoring and evaluation of interventions.	
b) Demonstrates the ability to critically analyse and evaluate the empirical literature.	
c) Demonstrates respect for, and use of, the scientific method in clinical practice.	
d) Demonstrates systematic and habitual application of scientific principles (e.g., hypothesis testing) to assessment, diagnosis, case conceptualisation and treatment, and to intervention monitoring and evaluation of interventions.	

<b>7. Professionalism</b> Demonstrates effective organisation and time management. Clear and professional expressive skills, professional dress and demeanour. Good interactional skills with colleagues and other professionals.	<b>Overall Rating</b> <div style="text-align: center;">             Stage 1                      Stage 2                      Stage 3                      Stage 4           </div> 
a) Demonstrates responsibility and accountability, reliably and punctually attending client appointments and work-related activities.	<div style="text-align: center;">             Stage 1                      Stage 2                      Stage 3                      Stage 4           </div> 
b) Demonstrates an organised, disciplined, and timely approach to maintaining case notes and records.	<div style="text-align: center;">             Stage 1                      Stage 2                      Stage 3                      Stage 4           </div> 
c) Effectively prioritises competing tasks	<div style="text-align: center;">             Stage 1                      Stage 2                      Stage 3                      Stage 4           </div> 
d) Demonstrates concern for the welfare of others including the profession, organisation and community, and shows respect for cultural values and diversity.	<div style="text-align: center;">             Stage 1                      Stage 2                      Stage 3                      Stage 4           </div> 
e) Clearly and effectively communicates in verbal, non-verbal and written forms for a range of purposes.	<div style="text-align: center;">             Stage 1                      Stage 2                      Stage 3                      Stage 4           </div> 
f) Conducts self professionally in dress and demeanour.	<div style="text-align: center;">             Stage 1                      Stage 2                      Stage 3                      Stage 4           </div> 
g) Works collaboratively with colleagues across a range of disciplines.	<div style="text-align: center;">             Stage 1                      Stage 2                      Stage 3                      Stage 4           </div> 
h) Copes professionally with disapproval and criticism, and works constructively towards resolution of interpersonal conflicts at work.	<div style="text-align: center;">             Stage 1                      Stage 2                      Stage 3                      Stage 4           </div> 
i) Demonstrates progress in developing an integrated sense of self as a professional psychologist.	<div style="text-align: center;">             Stage 1                      Stage 2                      Stage 3                      Stage 4           </div> 

<b>8. Psychological Testing Competencies</b> 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.	<b>Overall Rating</b> 
a) Correctly administers and score common/core psychological tests.	
b) Demonstrates knowledge of psychometric issues, testing theory, and bases of assessment methods.	
c) Interprets and integrates information in accordance with psychometric principles.	
d) Demonstrates ability to write psychological test reports that are clear, accurate, and tailored appropriately to the user.	

<b>9. Reflective Practice</b> Demonstrates self-care, self-awareness and reflectivity reflection on own emotions, beliefs, values and behaviour and their effect on others. Appropriately self corrects.	<b>Overall Rating</b> 
a) Demonstrates problem-solving ability, organised reasoning, intellectual curiosity and flexibility.	
b) Demonstrates affect tolerance, understanding of interpersonal conflict, tolerance of ambiguity and uncertainty.	
c) Demonstrates consideration of the way in which personal issues and concerns impact on one's professional practice.	
d) Effectively uses observation and feedback including supervision to hone reflection skills.	
e) Actively reflects on ways in which others' cross-cultural values and perspectives influence one's own responses and vice versa.	
f) Accurately assesses own strengths and weaknesses and level of competence and plans necessary learning to address gap.	
g) Demonstrates appropriate and timely care of personal health and wellbeing to ensure effective professional functioning.	

<p><b>10. Response to Supervision</b>          Demonstrates good preparation and collaboration within supervision, openness to and effective use of feedback.</p>	<p style="text-align: center;"><b>Overall Rating</b></p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Stage 1</td> <td style="width: 25%; text-align: center;">Stage 2</td> <td style="width: 25%; text-align: center;">Stage 3</td> <td style="width: 25%; text-align: center;">Stage 4</td> </tr> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> </tr> </table> </div>	Stage 1	Stage 2	Stage 3	Stage 4				
Stage 1	Stage 2	Stage 3	Stage 4						
<p>a) Demonstrates adequate preparation for supervision.</p>	<div style="text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Stage 1</td> <td style="width: 25%; text-align: center;">Stage 2</td> <td style="width: 25%; text-align: center;">Stage 3</td> <td style="width: 25%; text-align: center;">Stage 4</td> </tr> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> </tr> </table> </div>	Stage 1	Stage 2	Stage 3	Stage 4				
Stage 1	Stage 2	Stage 3	Stage 4						
<p>b) Seeks and accepts supervisory input, including direction.</p>	<div style="text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Stage 1</td> <td style="width: 25%; text-align: center;">Stage 2</td> <td style="width: 25%; text-align: center;">Stage 3</td> <td style="width: 25%; text-align: center;">Stage 4</td> </tr> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> </tr> </table> </div>	Stage 1	Stage 2	Stage 3	Stage 4				
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<p>c) Appropriately balances autonomy and dependency needs.</p>	<div style="text-align: center;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; text-align: center;">Stage 1</td> <td style="width: 25%; text-align: center;">Stage 2</td> <td style="width: 25%; text-align: center;">Stage 3</td> <td style="width: 25%; text-align: center;">Stage 4</td> </tr> <tr> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> <td style="border-top: 1px solid black; border-bottom: 1px solid black; border-left: 1px solid black; border-right: 1px solid black;"></td> </tr> </table> </div>	Stage 1	Stage 2	Stage 3	Stage 4				
Stage 1	Stage 2	Stage 3	Stage 4						



**SECTION C**

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

	<b>Unsatisfactory</b>	Serious concerns about trainee's competencies and/or rate of progress.
	<b>Satisfactory (Pass)</b>	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

<b>Supervisor's Signature:</b>	<b>Date:</b>
<b>Additional Supervisors:</b>	<b>Date:</b>
<b>Clinical Trainee's Signature:</b>	<b>Date:</b>