

LOG OF CLINICAL COMPETENCE

The log is designed to help you to record and reflect upon and record your experience and development during training. It will provide an overall summary of your skills as a clinician and highlight areas for continued professional development.

The log outlines the main areas of competence which the BPS expects a trainee to develop during training.

The list is not exhaustive and there are many other competencies, you will acquire. It is important to recognise that you may not be able to develop all of the competencies in every placement setting. Equally, by the end of training you should not expect to be expert in everything; some areas will be better practised than others.

How to use the Log of Clinical Competence:

- 1 Consider the experience you have gained on placement as recorded in your Log of Clinical Contract. Read through the list of competencies in the Log of Clinical Competencies.
- 2 Use a fresh column for each placement setting where you have gained experience, so that the column heading in Page 1 matches your Summary of Clinical Experience (6.1).
- 3 Refer to the rating definition on the following page, and rate yourself on each competency in pencil.
- 4 Meet with your supervisor in the final fortnight of your placement to go through your ratings, and ask for their feedback. Where you and your supervisor agree on the appropriate rating, complete in pen. If you and your supervisor differ, then leave your pencil rating and add your supervisor's in pen alongside.
- 5 Submit your Log to your Clinical Tutor who will use it to help plan future placements.

Use of Log – (Supervisor)

The supervisor should look at the ratings from the previous placement setting (if available) at the start of the placement, to inform the process of contract setting for the placement.

At the end of the placement the trainee will bring you the Log of Clinical Experience. They will have completed rating in pencil; please discuss your own assessment with the trainee and if you agree, enter a shared rating in pen. If you continue to have different views please leave the trainee's pencil mark and add yours in pen alongside.

In deciding on a rating, please consider:

- Competence is defined as the ability to perform the activities of an occupation to the standards expected in employment or to the standards expected by the profession.
- These competencies will develop over the course of training. It is expected that trainees may achieve lower levels of competency at the beginning of training.
- Trainees cannot be expected to perform at a level of established competence on all abilities all of the time.
- The assessments you make should be based on observation of the trainee, this may include the use of video or audio.
- Competences are understood to be transferable. Competencies developed later in training will frequently be valuable should the trainee eventually be employed in your speciality e.g. a trainee may get limited neuropsychological experience but will also gain experience in later placements.

Please also complete the Trainee Evaluation Form, which provides an opportunity to provide qualitative feedback, advice about ongoing training needs, and a recommendation as to whether you feel that the trainee has functioned at an appropriate level in your setting, bearing in mind their stage of training.

Using the Rating Scheme (Trainee)

We are interested in mapping your development of the expected competencies across the three years of training using a four point scale, where 1 = limited competency through to 4 = a thorough level of competency, typical of a newly qualified clinical psychologist. We recognize that your level of competency in a particular area may vary across settings and, on early placements, you will probably get lower ratings – this is not a failure! We anticipate that by your final placement you will be achieving level 3 or 4 for most competencies.

Definitions:-

1. Emerging competence in the area described

The trainee may demonstrate technique, or a knowledge of theory, but these are not well integrated. For example, the trainee may be able to teach simple relaxation skills.

2. Developing Competence

The trainee is able to use theories and models in a systematic way and/or with 'straight forward' referrals. For example the trainee may be able to implement a systematic desensitization programme for a simple phobia, but be unsure of its use with someone who is agoraphobic.

3. Good Competence

The trainee has a good knowledge of the theoretical background and has confidence in using this competence. The trainee may need help if there are unforeseen complications, or if the theory of techniques requires adaptation. For example a trainee may confidently implement a CBT intervention for depression, but is unsure about how to proceed when the client reveals a relationship issue.

4. Thorough Competence

The trainee has thorough knowledge of relevant theory and demonstrates a high level of competency in clinical practice. The trainee is able to work independently, be flexible and tailor their approach to meet individual needs. For example, the trainee is confident to plan and deliver an evidence based intervention based on individual needs, and seek supervision appropriately.

Note: X If there is insufficient opportunity to provide evidence of competency in this area, please put a cross through the relevant box.

LOG OF CLINICAL COMPETENCE

NAME

Placement

A	CORE SKILLS	PLACEMENT					
		1	2	3	4	5	6
		Setting signed	Signed	Signed	Signed	Signed	Signed
Supervisor to sign in box							
1.	Relationships with clients, other staff, carers and service users.						
	1.1 Establishes rapport necessary for working alliances.						
	1.2 Responds appropriately to communication.						
	1.3 Understands, acknowledges and uses the therapeutic relationship appropriately.						
	1.4 Maintains appropriate boundaries.						
	1.5 Aware of termination issues.						
	1.6 Has knowledge of the theory of establishing and maintaining therapeutic relationships.						
2.	Skills, knowledge and values to work effectively with clients from a diverse range of backgrounds						
	2.1 Is sensitive of the impact of power imbalance between practitioners and clients, and addresses this appropriately.						
	2.2 Understands and respects the impact of difference and diversity on the lives of clients and its implication for working practices.						
	2.3 Is aware of the impact of chronic ill health (physical or mental) and is able to adapt therapy appropriately.						
	2.4 Is aware of the impact of chronic ill health (physical or mental) and is able to adapt therapy appropriately.						
	2.5 Has knowledge of the literature on working with diversity.						
3.	Ability to choose, use and interpret a broad range of assessment methods appropriate to the client and setting, and the type of intervention which is likely to be required						
	3.1 Maintains appropriate casenotes.						
	3.2 Takes a comprehensive client history.						
	3.3 Selects self-monitoring measure (e.g. diaries) and uses appropriately.						
	3.4 Selects and is able to administer and interpret appropriate psychometric tests.						
	3.5 Uses observational techniques.						
	3.6 Gathers information from other sources (e.g. notes, relatives, carers) as appropriate.						
	3.7 Conducts risk assessment and uses it to guide practice.						

	COMPETENCY	PLACEMENT					
		1	2	3	4	5	6
	Supervisor to sign in box						
7.	Communication and teaching						
	7.1 Oral communication and reports are clearly expressed.						
	7.2 Written communication and reports are clearly expressed.						
	7.3 Aims and outcome of treatment are clearly expressed.						
	7.4 Letters and reports are available in expected time frame						
	7.5 Liaises effectively with other members of community teams / service.						
	7.6 Contributes to team meetings / case conferences.						
	7.7 Offers appropriate psychological advice / consultation.						
	7.8 Prepares and delivers teaching / training, taking into account needs of participants:						
	7.9 Understands and uses the supervision process.						
8.	Evaluation of outcome of clinical work – knowledge of appropriate outcome and their limitations, ability to apply measures						
	8.1 Uses literature to inform clinical work.						
	8.2 Uses appropriate repeated and standard measures to assess outcome.						
	8.3 Uses alternative methods of assessing outcome (self report, behavioural change etc.)						
	8.4 Evaluates service effectiveness.						
	8.5 Conducts small scale research.						
	8.6 Conducts collaborative research.						
	8.7 Is appropriately reflective / critical of outcome data.						
9.	Personal and professional skills						
	9.1 Generalises and synthesises prior knowledge and experience in order to apply them in different settings and novel situations						
	9.2 Understands ethical issues relevant to setting and applies knowledge appropriately.						
	9.3 Works effectively at an appropriate level of autonomy, with awareness.						
	9.4 Manages personal learning needs and develops a strategy for meeting them.						

	COMPETENCY	PLACEMENT					
		1	2	3	4	5	6
		<i>Supervisor to sign in box</i>					
	.9.5 Make Active use of supervision reflects on practice, and makes appropriate use of feedback.						
	.9.6 Develops strategies to handle the emotional and physical impact of own practice and seeks appropriate support when needed.						
	.9.7 Works collaboratively and constructively with fellow psychologists and other colleagues and service users.						
	.9.8 Case management						
	.9.9 Shows leadership, clinically and in terms of service development.						
	.9.10 Behaves in a professionally appropriate manner.						
10.	Service delivery <i>Adapting practice to a range of organisational contexts on the basis of an understanding of pertinent organisational and cultural issues</i>						
	10.1 Understands the organisation of the unit.						
	10.2 Understands the roles of other team members.						
	10.3 Is able to take effective action within the organisational framework of the service.						
	10.4 Is able to tolerate frustration when there are staff conflicts / differences of opinion.						
	10.5 Understands processes of decision making and change within the service.						
	10.6 Understands legislative and national planning context of service delivery.						
	10.7 Works with users and carers to facilitate their involvement in service planning and delivery.						
	10.8 Works effectively in multi-disciplinary setting.						
11.	Additional skills and competencies <i>Please use this section to include competencies developed on placement not covered elsewhere on the form.</i>						

COMPETENCY	PLACEMENT					
	1	2	3	4	5	6
Cont'd - Additional skills and Competencies						

PLEASE LIST ALL TEACHING SESSIONS UNDERTAKEN

Specialty	Audience	Title and Duration

PLEASE LIST ALL GROUPWORK UNDERTAKEN

Specialty	Type of Group	Number of Participants	Duration