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| A Guide to the Development of Core Competencies across the Three Year Training Programme For every Psychologist in Clinical Training (PICT), there are expectations about the progress in development of core competencies along a developmental path. The following is a guide to this path across the three year training programme. This is not meant to imply a universal route in the development of core competencies and the aim is to be useful rather than prescriptive. The focus is on the individual training needs of the PICT, with each PICT starting the course with differing experiences and levels of competency. There is also an expectation that upon qualification competencies will develop further in line with continued professional development. |

**1. Personal and Professional Development**

***Year One***

* Demonstration of professional attitudes and behaviour
* A recognition of the need to consider and explain the extent and limits of confidentiality
* A recognition of the need to consider and obtain informed consent for all aspects of work with clients
* Demonstration of commitment to utilising a variety of strategies to develop self knowledge and self awareness
* Demonstration of limited independence
* An awareness of the importance of caseload and time management
* A limited recognition of inherent power imbalances and ability to minimise these
* A limited ability to work effectively with difference and diversity in individual's lives

***Year Two***

* Demonstration of professional attitudes and behaviour
* An increased ability to recognise and explain the extent and limitations of confidentiality, in more complex situations
* An increased recognition of the complexities of obtaining informed consent, and an increased ability to consider how to achieve this in more complex situations
* Demonstration of increasing self knowledge and self awareness, and the need to consider and talk about personal responses
* Demonstration of the ability to highlight potential personal issues and their impact on work and recognise when own fitness to practice is compromised
* Demonstration of increasing independence and autonomous practice, under supervision
* An increasing ability to take responsibility for caseload and time management
* An increasing recognition of inherent power imbalances and ability to minimise these
* An increasing ability to work effectively with difference and diversity in individual's lives

***Year Three***

* Demonstration of professional attitudes and behaviour
* Demonstration of the ability to evaluate and work through issues concerning confidentiality, and in complex situations
* Demonstration of a careful and considered approach to obtaining informed consent and in complex situations
* Demonstration of continued utilisation of a variety of strategies to increase self knowledge and self awareness
* Demonstration of resilience and of a flexible and open attitude and ability to discuss personal responses to work
* Demonstration of a flexible and open attitude and ability to consider how personal issues may impact on relationships with clients and colleagues, and the work in general
* Demonstration of independence and autonomous practice, under supervision
* Demonstration of caseload and time management
* A recognition of inherent power imbalances and ability to minimise these
* An ability to work effectively with difference and diversity in individual's lives

**2. Supervision**   
**Year One**

* Some limited awareness of own needs in supervision
* Active preparation for supervision
* Focus more on content rather than process of clinical work
* Some limited ability to be creative within supervision

***Year Two***

* Increased awareness of own needs in supervision
* Increased ability to actively prepare for supervision and prioritise issues brought
* Awareness of both process and content of the work in supervision
* Increased ability to be creative in supervision
* Increased awareness of what is means to be a supervisor and models that may support this

**Year Three**

* Awareness of own needs in supervision and able to negotiate these needs
* Ability to actively prepare for supervision and prioritise issues brought
* Focus more on process of the work in supervision
* Ability to be creative within supervision e.g., to move between modes in each session (e.g., client, relationship, own feelings, system focus)
* Ability to supervise other health care professionals, both formally and informally

**3. Therapeutic Relationships and Working Alliances**  
 ***Year One***

* An ability to facilitate and maintain alliances with individual clients with less complex problems
* An awareness of ways to facilitate and maintain alliances in expanding groups of people
* An awareness of the principles of anti-oppressive practice
* An awareness of boundary and termination issues
* An awareness and some limited ability to manage challenging situations

***Year Two***

* An ability to facilitate and maintain alliances with clients with increasingly complex problems
* Increasing knowledge and ability to apply anti-oppressive practice
* An increasing ability to facilitate and maintain alliances with an expanding number of people in any situation (e.g., couples/families/carers/groups/   
  staff)
* An increasing ability to manage boundary and termination issues
* An increasing ability to manage and utilise challenging situations
* An increasing understanding of how to influence complex systems

***Year Three***

* An ability to facilitate and maintain and repair ruptures in alliances with clients with complex problems
* An ability to apply anti-oppressive practice
* An ability to facilitate and maintain alliance with an expanding number of people in any situation (e.g. couples/families/carers/groups/staff)
* An ability to manage complex boundary and termination issues
* An ability to manage and utilise challenging situations
* An ability to increase sphere of influence through engagement with complex systems

**4. Psychological Assessment**

***Year One***

* An ability to conduct a clinical interview, including history taking
* An awareness of confidentiality issues and informed consent
* A limited use of and ability to interpret differing assessments
* Some limited creativity in the use of assessments including those designed by the PICT
* An ability to assess clients with less complex problems
* An ability to assess individuals (rather than e.g., groups, systems)
* An awareness of the need for risk assessment and ability to assess risk in less complex situations

***Year Two***

* An ability to conduct clinical interviews within more complex situations
* An awareness and ability to utilise issues of confidentiality and informed consent within more complex situations
* An expanded use of and ability to interpret differing assessments
* An increasing creativity in the use of assessments including those designed by the PICT
* An increasing ability to assess more complex problems
* An increasing ability to assess within more complex situations (e.g., groups, systems)
* An increasing ability to assess risk in more complex situations

***Year Three***

* An ability to conduct clinical interviews in complex situations
* An awareness and ability to utilise issues of confidentiality and informed consent within complex situations
* An extensive use of and ability to interpret differing assessments.
* The creative use of assessments including those designed by the PICT
* An ability to assess complex problems
* An ability to assess within complex situations (e.g., groups, systems)
* An ability to assess risk in complex situations

**5. Psychological Formulation**   
**Year One**

* An ability to formulate within one model
* An ability to formulate less complex problems
* An awareness of formulation within more complex situations
* Some limited creativity and flexibility in formulating and reformulating in light of further information
* An awareness of the importance of socio-political context in formulation

***Year Two***

* An increasing ability to formulate within a number of different models
* An increasing ability to formulate more complex problems
* An increasing ability to formulate within more complex situation (e.g., groups, systems)
* An increased creativity and flexibility in formulating and reformulating in the light of further information
* An increasing ability to incorporate socio-political context into formulation An increasing ability to demonstrate skills in developing formulations with teams

***Year Three***

* An ability to formulate within a number of different models
* An ability to formulate complex problems
* An ability to formulate in complex situations (e.g., groups, systems)
* Creativity and flexibility in formulating and reformulating in the light of further information
* An ability to effectively incorporate socio-political context into formulation
* An ability to formulate with teams

**6. Psychological Interventions**

***Year One***

* An ability to intervene within one model
* An awareness of theory-practice links
* An awareness of the potential for integrating models and being creative and innovative in intervening
* An ability to intervene effectively within less complex situations
* An awareness of eliciting client feedback to guide intervention strategies
* An awareness of when further intervention is not appropriate

***Year Two***

* An increasing ability to intervene within a number of different models
* An increasing ability to utilise theory-practice practice links
* An increasing ability to integrate models and be creative and innovative in intervening
* An ability to intervene effectively within more complex situations
* An increasing ability to utilise client feedback to guide intervention strategies
* An increasing ability to assess when further intervention is not appropriate

***Year Three***

* An ability to intervene within a number of different models
* An ability to utilise theory-practice practice links
* An ability to integrate models and be creative and innovative in intervening
* An ability to intervene effectively within complex situations
* An ability to utilise client feedback to guide intervention strategies
* An ability to assess when further intervention is not appropriate

**7. Evaluation and Research**

**Year One**

* A critical awareness of the relevance of research evidence to clinical practice
* An awareness and understanding of the utilisation of departmental auditing procedures.
* An awareness of the use and usefulness of evaluation and auditing procedures when applied to an individual clinician's therapeutic work
* The demonstration of the effective application of research methods to examine the process and outcome of a therapeutic case in the Systematic Case Study (SCS)
* Utilise appropriate individual measures to evaluate outcome

**Year Two**

* An increasing critical awareness of the relevance of research evidence to clinical practice
* An increasing ability to utilise and interpret departmental auditing procedures
* An increasing depth of understanding and use of creativity in applying evaluation and auditing procedures to individual clinical cases.
* An awareness of the use of research methods to evaluate, audit or investigate an aspect of a clinical service, and the implications for service development.
* The demonstration of the effective application of research methods to examine one aspect of a clinical service in the Service Evaluation Project (SEP)
* An increasing awareness of the value and utility of individual and sessional measures to evaluate outcome

**Year Three**

* A sophisticated critical awareness of the relevance of research evidence to clinical practice
* A sophisticated ability to utilise and interpret departmental auditing procedures
* An understanding of the varieties of research and evaluation methods that may be applied to clinical practice at an individual and service level, their purposes, advantages and disadvantages; and creativity in their application
* The demonstration of the ability to carry out a piece of theoretical research (presented in the thesis), from devising the question, writing the literature review, conducting the research ethically and scientifically, and writing it up; the ability to relate the experiences of carrying out this research to the development of theory and practice in clinical psychology
* A sophisticated ability to decide upon appropriate measures to use individually and with teams

**8. Communication**

***Year One***

* An ability to provide clarity and conciseness in report writing, and to be respectful in communication with clients and colleagues
* An ability to be prompt with completion of reports
* An ability to use feedback given on reports
* An ability to provide written reports on less complex situations
* An ability to provide oral reports on less complex situations

**Year Two**

* An ability to provide clarity and conciseness in report writing, and to be respectful in communication with clients and colleagues
* An ability to be prompt with completion of reports
* A decreasing need for feedback on reports
* An increasing ability to provide written reports on more complex situations
* An increasing ability to provide oral reports in more complex situations
* An increasing ability to develop their own style of communication

**Year Three**

* An ability to provide clarity and conciseness in report writing, and to be respectful in communication with clients and colleagues
* An ability to be prompt with completion of reports
* A decreasing need for feedback on reports
* An ability to provide written reports on complex situations
* An ability to provide oral reports on complex situations
* Confidence in their own style of communication

**9. Teaching and Training**

**Year One**

* A limited ability to specify learning outcomes
* A limited range of ways of assessing whether outcomes have been achieved
* A limited range of teaching methods

***Year Two***

* An increasing ability to specify learning outcomes
* An increasing range of ways of assessing whether outcomes have been achieved
* An increasing range of teaching methods (e.g., didactic, experiential, small group)

***Year Three***

* An ability to specify learning outcomes
* A substantial range of assessing whether outcomes have been achieved
* A substantial range of teaching methods (e.g., didactic, experiential, small group)

**10. Organisational and Systemic Influence and Leadership**

**Year One**

* A limited understanding of the organisational setting and role of a clinical psychologist
* A limited contribution to the wider setting (e.g., multidisciplinary team, psychology department)
* A limited ability to work collaboratively with others (clients/partners/   
  families/carers/colleagues)
* A limited awareness of the interface with other services and agencies and relevant legislation and national planning for the client group
* A limited ability to work with users and carers to facilitate their involvement in service planning and delivery

***Year Two***

* A increasing understanding of the organisational setting and role of a clinical psychologist
* An increasing contribution to the wider setting (e.g., multidisciplinary team, psychology department)
* An increasing ability to work collaboratively with others (clients/partners/   
  families/carers/colleagues)
* An increasing awareness of the interface with other services and agencies and relevant legislation and national planning for the client group
* An increasing ability to work with users and carers to facilitate their involvement in service planning and delivery
* An increasing ability to demonstrate leadership qualities in teams
* An increasing ability to recognise malpractice or unethical practice in organisations and developing confidence in dealing with this

***Year Three***

* An understanding of the organisational setting and role of a clinical psychologist
* A substantial contribution to the wider setting (e.g., multidisciplinary team, psychology department)
* An ability to work collaboratively with others (clients/partners/   
  families/carers/colleagues)
* A detailed awareness of the interface with other services and agencies and relevant legislation and national planning for the client group
* An ability to work with users and carers to facilitate their involvement in service planning and delivery
* An ability to recognise malpractice or unethical practice in organisations and confidence in dealing with this

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