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**Doctorate in Clinical Psychology**

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| **Placement Planning and Assessment Pack (PPAP)** | | |
| **Trainee** |  | |
| **Mentor** |  | |
| **Service/Client Group** |  | |
| **Host Organisation** |  | |
| **Base** |  | |
| **Dates of Placement** |  | |
| **Days on Placement** |  | |
| **Placement Number** | **1 – Community Psychology** | |
| **Clinical Tutor** | **Email/telephone** | **University days** |
|  |  |  |

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| --- | --- | --- | --- |
| **Meeting Dates & signatures** | **Contract Meeting** | **Mid placement Review** | **End of Placement Review** |
| / / | / / | / / |
| Trainee |  |  |  |
| Mentor |  |  |  |
| Supervisor |  |  |  |

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12. **Introduction**

The Community Psychology placement is an opportunity for Trainee Clinical Psychologists of the University of Hull to begin to develop an understanding of community approaches to resolving mental health problems and of the impact of their own value base on working with diverse and/or marginalised populations.

Trainees will be expected to demonstrate development in two of the nine BPS Core competencies (Personal & Professional Skills and Evaluation) and competencies specific to Community Psychology approaches. These are listed in section F – Competency Development and Evaluation.

**1.1 Organisation**

Trainees will attend placement in a peer pair. This does not mean that both Trainees need to be doing the same thing at the same time. It does, however, mean that each organisation will support two Trainees at any one time. Trainees can have different Mentors within the same setting. The reason for the pairing is that it will allow for shared learning, sharing of values and an encouragement to think about thinking in the context of the university.

Trainees will be expected to work full time for three days per week for six weeks, from mid-October to late-November. Placement days will be Tuesday, Wednesday and Thursday, with Mondays being teaching days and Fridays being time within Reflective Practice Groups and individual supervision.

**1.2 Limitations**

It is recognised that, at this stage of training, there are many skills that the Trainee Clinical Psychologists have yet to develop. The course team have hand-picked placement opportunities where there is already an established volunteer programme. As such, it is anticipated that trainees will work **within the expectations of a volunteer role** and not a clinical role.

***They will not offer psychological assessments, formulation, intervention or advice to staff service-users, organisation members or others.***

Trainees are employees of the Humber Teaching NHS Foundation Trust and are registered students of the University of Hull. They are subject to the same support and disciplinary procedures as all others within such contexts. Any concerns about the conduct of a Trainee must be immediately expressed to the Clinical Tutor or Clinical Practice Coordinator in the first instance. Any concerns in respect of serious professional misconduct will be reported to the Humber Teaching NHS Foundation Trust in accordance with joint policies and procedures.

**1.3 Research and Audit Opportunities**

All Trainee Clinical psychologists have an undergraduate degree in psychology that involved the development of skills in research. During their first year of professional training, they are encouraged to build upon those skills. As such, Trainees are expected to **consider** how research and audit may benefit the people within the placement organisation. Potential projects might be identified on the placement by placement providers, which can then be developed in conjunction with the placement organisation and may form the basis of the Small Scale Project proposal which is submitted at the end of January.

Some Trainees may consider undertaking their substantial doctoral level research thesis in an area relevant to the CP placement organisation. If this is the case, the process will take three years and could result in publications that are relevant and useful to the members of the CP organisations.

**1.4 Assessment of Competency**

This is the first placement of the training course and, as such, is integrated into early teaching. Whilst Trainees do not pass or fail the placement, they will receive feedback from their placement Mentor and Supervisor and in a number of other ways: through service-user/member feedback forms, from peers during presentations and in response to their reflective diaries within the context of supervision.

The Mentor and Trainee will work together to complete the rating scales that evaluate what the Trainee has achieved alongside the planned goals of the placement. Goals are set during the Initial Placement Meeting and will relate to both the competencies highlighted above and the opportunities available on placement.

All Mentors and other stakeholders will be invited to the final presentation of the Community Psychology placement in December, where Trainees will consolidate learning with their peers.

**1.5 Meetings with Mentors**

All Trainees must meet with their placement Mentors at the beginning of placement. They must bring with them this PPAP and complete the Placement Contract. A copy of this should be handed in to the university based Supervisor by the end of week one.

At the mid-point of the placement, (week 4) telephone contact will be made by the Supervisor to the Mentor to review the placement. In some circumstances, a placement visit may be required. Paperwork should be completed prior to this (week 3) in the Mentor meeting and copied for the Supervisor prior to the mid placement review. It is the Trainee’s responsibility to ensure that the Mentor and Supervisor have access to the correct paperwork.

**1.6 Clinical Supervision**

A clinical psychologist within the course team and employed on an honorary contract with the Humber NHS Foundation Trust, will take on this responsibility.

Supervisors have a crucial role in contributing to the integration of the academic and practical aspects of the Course. They should discuss literature relevant to the placement and suggest suitable reading to the Trainee. In general, they should help Trainees to develop a scholarly and critical approach to their work.

**2. Placement Contract**

**A. CONTACT INFORMATION**

1. **Base:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **Telephone** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **Mentor Email:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. **Additional Contact Details:**
   1. Secondary Mentor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Service Manager \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Administrator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**B. PRACTICALITIES**

1. **Facilities:** (e.g. office space, computer, desk, internet, admin support, etc.)
2. **Leave arrangements**

Trainees are not expected to take annual leave during the course of the Community Psychology placement. However, there are two dates which require trainees to be away from their placement:

* 29th or 30th October – Humber NHS IT training;

1. **Induction Arrangements**
2. **Special needs/adaptations**

**C. AVAILABLE EXPERIENCES**

1. **Please indicate the range of work available to the trainee in this setting** *(including experiences working alongside volunteers. Staff and group members):*
2. **Please indicate the opportunities for the trainee to observe the Mentor and colleagues:**
3. **Please indicate any other experiences available to the trainee on this placement**
4. **Trainees are expected to gain a wide range of experience across the three years of training. Please indicate the opportunities likely on this placement.**

|  |  |
| --- | --- |
| **Wide range of client groups/settings** | **Opportunity** |
| Age range |  |
| Ability Range |  |
| Range of presentations |  |
| Service delivery settings |  |
| Chronicity & severity |  |
| Diversity |  |
| Providers |  |

**D. TRAINEE EXPERIENCES, EXPECTATIONS AND PRIORITIES**

1. **Relevant Previous Experience**
2. **Expectations**
3. **Learning Style and preferred approach to feedback**

**E. MENTOR MEETINGS, SUPERVISION & REFLECTIVE PRACTICE**

1. **Mentor Meetings**

The expectation is that Trainees should meet with their Mentors at least once per week for approximately one hour. This meeting does not need to be formal, depending upon the context.

1. **Supervision**

The Supervisor and Trainee should meet each week for a formal, scheduled supervision tutorial; this should be of around 45 minutes duration. Longer supervision will sometimes be needed. In addition, Supervisors should try to make themselves available for informal discussion of matters that arise between formal supervision. In addition to individual supervision, there may be opportunities for group supervision with the other Trainee from the same placement.

Trainees should prepare for supervision in a number of ways, for example by considering situations that have challenged them and their values; provoked strong or unexpected reactions; and thinking about the application of psychological theory. It is recommended that the Trainee maintain a written record of supervision.

1. **Reflective Practice**

Trainees will participate in weekly Reflective Practice Groups each Friday to reflect upon their placement experiences, drawing on the teaching from the previous Monday.

Please record the dates and times of these regular meetings in the table below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Mentor meeting** | **Supervision** | **Reflective Practice Group** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |
| **6** |  |  |  |

**F. CORE Competency Development and Evaluation**

**Evaluating Trainee Progress**

At the end of the placement, the Mentor should use the scale below to provide a rating for how well the trainee has progressed towards each of the goals. In order to help the Mentor with this process, the Trainee should provide the supervisor with evidence of their experiences using their Reflective Diary.

These ratings are formative and intended to guide the Mentor in providing an overall evaluation of the Trainee’s progress on placement.

Y/N = Indicate whether trainee has had the opportunity to demonstrate the competency.

0 = Trainee has not shown any evidence of progress toward the defined goal.

1 = Trainee has shown very limited progress towards this goal and continues to require heavy didactic instruction, prompting and joint work with the supervisor.

2 = Trainee has demonstrated some progress in working towards the goal but continues to require didactic instruction, prompting or close joint working from the supervisor in doing so.

3 = Trainee has demonstrated on one clear occasion, significant progress toward the defined goal. They are able to use supervision appropriately as a way of monitoring and facilitating the progress made but they still require some didactic instruction, prompting or close joint working.

4 = Trainee has, on more than one occasion, demonstrated significant progress toward the defined goal. They are able to use supervision appropriately as a way of monitoring and facilitating progress but do not require didactic instruction, prompting or close joint working.

5 = Trainee has fully achieved the goal, demonstrating achievement of the goal on, at least, the number of occasions stipulated, using supervision appropriately as a way of monitoring and facilitating progress and reflecting on the process and outcome of the goal.

**The trainee should transfer areas for development identified at the End of Placement to the PPAP contract for their next placement.**

**F1. Research** *(Core Competency 6)*

This competency reflects the ability of the trainee to use research to ***inform their practice*** and where appropriate to carry out ***service evaluation*** and audit as required by the service.

|  |  |  |
| --- | --- | --- |
| **Research goals** | | **EPR Rating** |
| **1** | To be an effective & critical consumer of research evidence. Using research to inform practice |  |
| **2** | To be able to conceptualise, design & conduct independent and original research |  |
| **3** | To be able to understand the need & value of research |  |
| **4** | To conduct service evaluation and audit. |  |
| **5** | To be able to conduct research in respectful collaboration with others |  |

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| **Opportunities on this placement to be able to achieve the Research goals** |
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| **Evidence of Progress at Mid-placement Review** *(agreed between trainee & mentor/supervisor)* |
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| --- |
| **Evidence of Progress at End-placement Review** *(agreed between trainee & mentor/supervisor)* |
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| **Priorities for development to carry forward to Placement 2** *(these should be transferred to the PPAP for Placement 2)* |
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**F2.** **Personal and Professional Skills and Values** *(Core Competency 7)*

This competency reflects the ability of the trainee to understand the impact of their own ***value base*** upon their practice, appreciate and minimise ***power*** imbalance; and understand and manage ***ethical issues*** appropriately. The trainee should demonstrate the ability to work at an appropriate level of ***autonomy***, using supervision to gain ***feedback***, reflect upon practice and to manage the ***emotional impact*** of the work. The trainee should comply with the policies and practices of the host organisation.

|  |  |  |
| --- | --- | --- |
| **Personal and Professional Skills and Values goals** | | **EPR rating** |
| **1** | To be able to understand ethical issues; ensuring informed consent underpins all contact |  |
| **2** | To be able to appreciate power imbalance and how to minimise its abuse |  |
| **3** | To be able to understand the impact of difference & diversity on people’s lives |  |
| **4** | To be able to understand the impact of one’s own value base upon practice |  |
| **5** | To be able to work effectively at an appropriate level of autonomy |  |
| **6** | To be able to adapt & comply with policies & practices of host organisation |  |
| **7** | To be able to manage their own personal learning needs; using supervision to reflect on practice; using feedback |  |
| **8** | To be able to develop strategies to manage the emotional & physical impact of the work |  |
| **9** | To be able to develop resilience and recognising when own fitness to practice is compromised |  |
| **10** | To be able to working collaboratively & constructively with colleagues & service users |  |

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| **Opportunities on this placement to be able to achieve the Personal/Professional Skills & Values goals** |
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| **Evidence of Progress at Mid-placement Review** *(agreed between trainee & mentor/supervisor)* |
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| --- |
| **Evidence of Progress at End-placement Review** *(agreed between trainee & mentor/supervisor)* |
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| **Priorities for development to carry forward to Placement 2** *(these should be transferred to the PPAP for Placement 2)* |
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**F3.** **Critical and** **Community Psychology Competencies**

These are competencies specific to Critical and Community Psychology as outlined by the Society for Community Research and Action (2012).

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| --- | --- | --- |
| **Critical and Community Psychology goals** | | **EPR** |
| **1** | To be able to link the theory and principles of social constructionism, critical and community psychology to practice within third sector contexts. |  |
| **2** | To be able to work and engage with communities who may be socially marginalised in their local contexts and to be able to think about how power, environment, social status and invisible social forces might play a role in maintaining an unjust status quo. |  |
| **3** | To be able to think about how social justice is constructed and maintained in society. |  |
| **4** | To be able to work in Inclusive Partnership with Community Members |  |
| **5** | To demonstrate an ecological understanding of social difference |  |
| **6** | To be able to apply research theory into community / organisational practice |  |

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| **Opportunities on this placement to be able to achieve the Critical & Community Psychology goals** |
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| **Evidence of Progress at Mid-placement Review** *(agreed between trainee & mentor/supervisor)* |
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| --- |
| **Evidence of Progress at End-placement Review** *(agreed between trainee & mentor/supervisor)* |
|  |

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| --- |
| **Priorities for development to carry forward to Placement 2** *(these should be transferred to the PPAP for Placement 2)* |
|  |

**F4. Individual Goals**

Please complete Individual Goals identified by the Trainee and not covered by goals already identified.

|  |  |  |
| --- | --- | --- |
| **Individual Goals** | | **EPR rating** |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |

|  |
| --- |
| **Opportunities on this placement to achieve the goal (s)** |
| 1.  2.  3. |

|  |
| --- |
| **Evidence of Progress at Mid-placement Review** *(agreed between trainee & mentor/supervisor)* |
|  |

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| --- |
| **Evidence of Progress at End-placement Review** *(agreed between trainee & mentor/supervisor)* |
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| --- |
| **Priorities for development to carry forward to Placement 2** *(these should be transferred to the PPAP for Placement 2)* |
|  |

**3. Evaluation**

**G. Overview of Trainee Progress**

**G1. Mid placement Review**

Please provide comments on the Trainee’s progress on placement.

|  |  |
| --- | --- |
| **Trainee** | **Mentor/Supervisor** |
|  |  |

**G2. End of Placement Review**

Please provide comments on the Trainee’s overall progress on placement.

|  |  |
| --- | --- |
| **Trainee** | **Mentor/supervisor** |
|  |  |

**H. TRAINEE EVALUATION OF PLACEMENT**

**Introduction**

The trainee is expected to provide feedback on the placement in two ways –ratings of opportunities to develop competencies and general comments. The feedback should be shared with the Mentor who is given the opportunity to comment on the trainee feedback at the end of this document.

**H1. Trainee Ratings of Placement**

Under each heading on this form the trainee should, using the scale shown, give honest feedback regarding their experiences on placement in relation to each of the competencies listed below.

The central issue here is the trainee’s judgement of the relative quality of the placement and supervision received **in relation to enabling the development of the trainee’s skills, knowledge and values.**

A six point scale is used to rate the degree to which the placement and the supervisor enabled the development of key clinical competencies, the trainee should circle one number to show their rating in each area:

**0 1 2 3 4 5 ­­­­­­­­ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

0 = **‘Completely Unsatisfactory’ -** Placement and supervision failed to enable the development of any skills, knowledge and values in this area.

1 = **‘Very Unsatisfactory’ -** Placement and supervision enabled little development of knowledge, skills and values in the area and this was insufficient to allow me to attain the minimum required learning outcomes set out in the area.

2 = **‘Unsatisfactory’ -** Placement and supervision enabled some development of knowledge, skills and values in the area but this was insufficient in allowing me to demonstrate most of the required learning outcomes in the area.

3 = **‘Satisfactory’ -** Placement and supervision enabled the development of knowledge, skills and values in this area to a degree sufficient to allow me to demonstrate most of the required learning outcomes stipulated.

4 = **‘Very Satisfactory’** - Placement and supervision enabled the development of knowledge, skills and values in this area to a degree that amply facilitated me in pursuing and demonstrating all of the required learning outcomes in the area.

5 = **‘Excellent’** - Placement and supervision fully enabled the development of knowledge, skills and values in this area to a very high degree and facilitated fully the attainment of all learning outcomes for me in the area.

1. **Research**

This competency reflects the ability of the trainee to use research to ***inform their practice*** and where appropriate to carry out ***service evaluation*** and audit as required by the service.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| ­­*Completely unsatisfactory* | *Very unsatisfactory* | *Not satisfactory* | *Satisfactory* | *Very Satisfactory* | *Excellent* |

Please note below any specific **Research** competencies that your placement experiences DID NOT facilitate the development of**:**

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1. **Personal & Professional Skills and Values**

This competency reflects the ability of the trainee to understand the impact of their own ***value base*** upon their practice, appreciate and minimise ***power*** imbalance; and understand and manage ***ethical issues*** appropriately. The trainee should demonstrate the ability to work at an appropriate level of ***autonomy***, using supervision to gain ***feedback***, reflect upon practice and to manage the ***emotional impact*** of the work. The trainee should comply with the policies and practices of the host organisation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| ­­*Completely unsatisfactory* | *Very unsatisfactory* | *Not satisfactory* | *Satisfactory* | *Very Satisfactory* | *Excellent* |

Please note below any specific **Personal & Professional Skills and Values** competencies that your placement experiences DID NOT facilitate the development of**:**

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**3. Critical & Community Psychology**

This competency reflects the ability to apply ***social constructionism, critical and community psychology,*** engage with the ***community,*** and consider ***social justice*** and ***social difference.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 0 | 1 | 2 | 3 | 4 | 5 |
| ­­*Completely unsatisfactory* | *Very unsatisfactory* | *Not satisfactory* | *Satisfactory* | *Very Satisfactory* | *Excellent* |

Please note below any specific learning outcomes in this area that your placement experiences DID NOT facilitate the development of **Critical and Community Psychology**

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**H2. Trainee Evaluation of Placement**

**General Comments:**

Please give a rounded view of the strengths and weaknesses of the placement.

**H3. Mentor’s Comments on the Feedback given by the Trainee**