

LEARNING OBJECTIVES FORM

TRAINEE NAME:- \_\_ DATES OF REVIEW:- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This form covers some of the Learning Objectives (LOs) required to pass the programme. For those LOs which will not occur in every placement (eg group work or teaching/training) it allows monitoring of completion and for those LOs which can be met on many or all placements (eg formulation, MDT work) it allows longitudinal tracking of development across placements. Any issues with the trainee’s development of the remainder of required LOs (as detailed in the Evaluation of Clinical Competence Form) are described in the Personalised LOs section below.

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Standard Learning Objectives- To be met by all trainees during their training, not necessarily on every placement

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| --- | --- | --- | --- | --- |
|  | Objective | Date completed | Evidence | Next Steps |
| 1. | Develop competencies in facilitating or co-facilitating group work |  |  |  |
| 2. | Deliver a section of formal teaching/training to other staff |  |  |  |
| 3. | Formulation skills - Cognitive Behavioural Therapy |  |  |  |
| 4. | Application of formulation-based interventions using Cognitive Behavioural Therapy Model |  |  |  |
| 5. | Formulation skills - Additional Therapeutic model (specify)……………………… |  |  |  |
| 6. | Application of formulation-based interventions using additional therapeutic model (specify)………………………………………. |  |  |  |
| 7. | Formulation of more complex cases |  |  |  |
| 8. | Demonstrates competencies in selection and administration of neuropsychological test. |  | (List all tests administered) |  |
| 9. | Is able to interpret and feedback neuropsychological assessments. |  | (List all tests included) |  |
| 10. | Develop skills in working with families and/or wider systems around the client |  |  |  |
| 11. | Multi-disciplinary team working- competencies in contributing to team functioning – team discussions and clinical work |  |  |  |
| 12. | Consultancy/provision of psychological perspective to non-psychologists  |  |  |  |
| 13. | Develop knowledge and competencies in the organisational and service development aspects of the role of a Clinical Psychologist |  |  |  |

Details of Structured Assessments of Competency

List the names of structured assessments of competency and neuropsychological tests observed in-vivo e.g. CTS-R, WAIS-IV, SFP-SRS etc.

|  |  |
| --- | --- |
| Number of structured assessments to be completed during training | Tick when completed |
| CBT | 3 |[ ]
| Systemic | 3 |[ ]
| Neuropsychological assessments | 3 |[ ]

|  |  |  |
| --- | --- | --- |
| Placement 1 | Placement 2 | Placement 3 |
|  Assessment used | Number of times | Assessment used | Number of times | Assessment used | Number of times |
|  |  |  |  |  |  |
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| --- | --- | --- |
| Placement 4 | Placement 5 | Placement 6 |
| Assessment used | Number of times | Assessment used | Number of times | Assessment used | Number of times |
|  |  |  |  |  |  |
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Client Feedback Questionnaires

|  |  |
| --- | --- |
| Used Session Rating Scale (SRS) with one client during training? |[ ]   (Tick when completed) |

Personalised Learning Objectives

Will be derived from e.g. Mid Placement Visit, Evaluation of Clinical Competence Form, End of Placement Meeting, Annual Review

|  | Need | Identified By (e.g. trainee, supervisor, clinical tutor, local tutor) | Date Identified | Agreed Action  | Anticipated Completion (and say if essential by end training) | Actual Completion |
| --- | --- | --- | --- | --- | --- | --- |
| 1. |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |
| 4. |  |  |  |  |  |  |
| 5. |  |  |  |  |  |  |
| 6. |  |  |  |  |  |  |
| 7. |  |  |  |  |  |  |
| 8. |  |  |  |  |  |  |
| 9. |  |  |  |  |  |  |