

**CLINICAL RECORDING REPORT (CRR)**

**Trainee Feedback Form**

**Assignment Title:**

**Trainee number:**

**Assignment: CRR1 / CRR2** *(delete as applicable)*

***Formative attempt / Summative attempt (delete as applicable)***

**Placement from which piece of work is selected:**

*Child / Adult MH / Older Adult/Health/Neuropsychology / LD / Other (specify)*

***Note to markers:***

***Please use the ‘Evidence collected’ sections after each competency to record the evidence relating to each of the competencies as you read the assignment. You may also wish to highlight some of the applicable sample behavioural indicators in the tables under each competence. Once you have read through the assignment and have formed a view on the evidence for each competency, please indicate to the trainee under the’demonstrated well’ and ‘improved by’ sections the strengths of the piece of work and areas where it could have been improved. When you have rated each competence, please make any general comments in the final section of this form.***

**Agreed final competency ratings:**

|  |  |
| --- | --- |
| **Competency** | **Grade awarded**  **(U/W/BES/ES/AES/E)** |
| *1) Written communication* |  |
| *2) Knowledge and skills* |  |
| *3) Analysis and critical thinking* |  |
| *4) Reflection and Integration* |  |
| *5) Professional behaviour* |  |
| **Final Mark (0-100)** |  |

**UNACCEPTABLE (U)** The evidence collected suggests that this competency is not of a standard consistent with that expected at the Doctoral level and requires URGENT attention.

**WEAK (W)** – The evidence collected suggests that this competency is significantly below the expected standard at this stage in training.

**BELOW THE EXPECTED STANDARD (BES)** – The evidence collected suggests that this competency is below the expected standard at this stage in training.

**AT THE EXPECTED STANDARD (ES)** – The evidence collected suggests that the competency is at the expected standard for the stage in training, but does not excel in any way.

**ABOVE THE EXPECTED STANDARD (AES)** – There is evidence that good skills in the competency exist, above average for a piece of work submitted at this stage of training.

**EXCEPTIONAL (E)** – Strong evidence has been collected that the trainee has developed this competence to a degree well beyond what would be expected at this stage of training.

**1. Written communication**

*This competency refers to the adequate written expression of the ideas, concepts, theories and techniques that comprise the assignment and the guidance concerning it.*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Trainee adapts writing well to communicate effectively with intended audience. An appropriate academic writing style is used within the assignment. | Written style is inappropriate for the target audience, or colloquial language is used. |
| Appropriate spelling, punctuation and grammar throughout. | Consistently poor spelling, punctuation and/or grammar. |
| Consistent and appropriate tense. | Frequent misuse of tense. |
| Consistently good written expression. | Inconsistent style or use of language. |
| Follows APA guidelines throughout (includes presentation of references). | Inappropriate deviation from APA guidelines. |
| Follows the guidance regarding layout and formatting of the transcription. | Does not follow the guidance regarding layout and formatting of the transcription. |
| Accurate use of language and terminology, and terms explained at first mention. | Misuse of words and terms, or unexplained terms or abbreviations. |
| Complex concepts and theories are clearly explained/ described and communicated. | Complex concepts, theories and ideas are not explained, undefined, described inadequately or are not communicated clearly. |
| The assignment is written in an economical manner and ideas are expressed effectively. | Unnecessarily technical or complicated language is used. Long, rambling sentences are used. |
| There is a coherent structure to the report, developing an overall narrative in order to describe the work undertaken and future plan. | The structure and flow of ideas is not logical, and the overall narrative becomes lost or confused. |

***[[1]](#footnote-1)Evidence collected from assignment and feedback:***

**You demonstrated the following aspects well….**

**You could have improved your grade by…**

**2. Knowledge and skills**

*This competency focuses on the demonstration of knowledge i.e. that the trainee has the appropriate information and understanding which they are able to apply in the form of clinical skill and techniques.*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| The rationale and approach(es) the trainee describes are appropriate and consistent with the stated aim of the work. | No clear relationship between rationale and approach(es) and aim of the work. |
| Demonstration of knowledge of assessment tools & how to apply and interpret them (where this forms part of the work reported on). | Lack of knowledge of assessment tools & how to apply and interpret them (where this forms part of the work reported on). |
| Demonstration of outcomes and outcome measures and how to apply and interpret them (where this forms part of the work reported on). | Unclear or uncertain of use of outcome measures & how to apply them or outcomes are ignored or assessed inappropriately (where this forms part of the work reported on). |
| The trainee has provided evidence that they are competent in a particular psychological approach or activity. | Clear evidence of incompetence or no evidence of competence in a particular psychological approach or activity. |
| Reaching an appropriate conclusion to the trainee’s piece of work is described (where this forms part of the work reported on). | No consideration is given to ending or following up the piece of work described (where this forms part of the work reported on). |
| Evidence of specific skill in the application of an approach is demonstrated. | Specific techniques or approaches are applied without skill or misapplied. |
| Consideration of appropriate inclusion and exclusion criteria for the approach, method and techniques is demonstrated. | This issue is ignored. |
| Demonstration of knowledge & understanding of alternative theories or approaches that could have been used. | No consideration of or poor knowledge of alternative theories or approaches. |

***Evidence collected from assignment and feedback:***

**You demonstrated the following aspects well….**

**You could have improved your grade by…**

**3. Analysis and critical thinking**

*This competency considers creativity and critical thinking in relation to theory and its application (including adaptations) to practice across context(s) together with a focus on problem solving and the ability to synthesize information from multiple sources.*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Evidence of appropriately bringing an idea or skills from one area to bear on a problem experienced in another area. | The trainee has used information from a new area to solve a problem but has not recognised obvious flaws in the transfer of context. |
| Evidence of using relevant literature to approach an issue in a way which is new or innovative. | The trainee has applied model(s) slavishly, to the detriment of the work described. |
| Evidence that the trainee has modified ideas or research findings to fit a different situation appropriately and with safeguards. | The trainee uses the same strategy to achieve a task even when it is apparent that this is not working. |
| Demonstrates decisions about which theory or approach to apply are underpinned by drawing on previous knowledge and experience. | Trainee finds it difficult or doesn’t appear able to draw on previous experience to apply in this context. |
| Evidence of consideration of adaptation relevant for population e.g. Pacing / presentation of information / formulation. | The trainee has not considered the need to adapt work for ability level of population or individual service user. |
| Evidence trainee has adopted a problem solving approach to barriers in the work. | The trainee describes becomes stuck and unable to problem solve. |
| Evidence that the trainee rises to the challenge and thinks creatively. | The trainee avoids having to find creative solutions. |
| Evidence the trainee has been able to think critically about the approach taken. | The trainee has offered no or little relevant critique of work undertaken. |
| The trainee has synthesized the information from a variety of sources to arrive at suitable solution. | Only one stakeholder or source of information in a given task is considered. |

***Evidence collected from assignment and feedback:***

**You demonstrated the following aspects well….**

**You could have improved your grade by…**

**3. Reflection and integration**

*This competency focuses on evidence that a reflective stance has been taken in relation to the work and the process of integrating learning from the reflective process.*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Evidence of a considered and reflective process in deciding what to present. | Flawed or poor decision making evident in the process of deciding what to present or an impulsive decision. |
| Clear evidence of appropriate reflection during the piece of work described. | Evidence that appropriate learning has not occurred and/or evidence that mistakes will be repeated in similar situations. Lack of insight. |
| Evidence that the trainee is open to ideas. | The trainee describes a rigid approach to their work. |
| Demonstrates the effective use of supervision. | Does not use supervision or does not value it. |
| Takes a reflective stance to appropriate ethical / diversity / professional issues. | A lack of recognition of relevant ethical issues. |
| The trainee can identify development and learning needs arising from the work described and has considered how these might be addressed in their next stages of training. | No obvious learning needs arising from the work described are acknowledged. No recognition of any learning needs even though the trainee’s skill deficits are apparent. |
| If the trainee has been affected by the work they reflect that they may need to engage further with the experiences they are describing to move towards resolution or acceptance. | The trainee finds it difficult to reflect on the personal impact of the work described. |
| The trainee has been able to demonstrate the integration of their learning or how they plan to integrate their learning into future work. | Trainee gives little or no consideration to the integration of their learning into future work. |

***Evidence collected from assignment and feedback:***

**You demonstrated the following aspects well….**

**You could have improved your grade by…**

***5.* Professional behaviour**

*This competency refers to the demonstration of appropriate standards of professional and ethical conduct.*

|  |  |
| --- | --- |
| ***Positive indicators*** | ***Negative indicators*** |
| Evidence of trainee behaving professionally in work undertaken. | Evidence of a conscious choice to act unethically / disrespectfully / unprofessionally. |
| The behaviour described was admirable. | The behaviour described during the presentation showed the trainee in a bad light. |
| The trainee has given due consideration to and outlined steps taken to gain fully informed consent. | Trainee does not consider consent or does undertake appropriate steps to ensure consent is fully informed or does not recognise consent as important. |
| Acknowledgement that the possibility of professional and personal issues overlapping where relevant. | No acknowledgement that the personal and professional can be linked, even though this is an issue apparent in the material presented. |
| Evidence that the trainee has managed to sustain a difficult relationship (with a client, colleague, or similar) and used clear strategies to achieve this. | Evidence that the trainee ended a difficult relationship with a client, colleague or similar and did not try to sustain it appropriately. |
| Speaking or writing about clients / colleagues in an appropriate and respectful fashion. | Disrespectful when speaking or writing about clients/colleagues. |
| Non-discriminatory and appropriate (e.g. non-psychiatric and non-medical) language for clinical psychology is used throughout. | Inappropriate language or terminology is used (e.g. pejorative terms, psychiatric labels, or unexplained medical terminology). |
| The trainee describes dealing with people who present with challenge well, or resolving a challenge to a relationship. | The trainee describes being unable to deal with people who present with challenge or being unable to resolve challenges to a relationship. |
| Any significant issues around professional and ethical practice are highlighted appropriately within the report. | Opportunities to highlight professional and ethical issues apparent in the subject matter are missed or dealt with inadequately. |
| The trainee describes being assertive and diplomatic in a sensitive situation. | The trainee describes either failing to be assertive when it was required or describes asserting themselves without diplomacy / respectfulness. |
| Appropriate boundaries with both clients and colleagues are maintained. | The description of boundaries with clients and / or colleagues causes concern. |
| Appropriate confidentiality is respected. | inappropriate significant disclosures including identifiers found in the work which would compromise confidentiality[[2]](#footnote-2) |

***Evidence collected from assignment and feedback:***

**You demonstrated the following aspects well….**

**You could have improved your grade by…**

**General marker’s comments on the assignment**

1. Marker - please provide a list of spelling/grammar/punctuation errors [↑](#footnote-ref-1)
2. Any identifiers found in the work need to be brought to the attention of the administrator. Please state what the identifier is and on what page/line it can be found. [↑](#footnote-ref-2)