# Initial Self-Appraisal Exercise

Below is a table which has a number of prompt questions relating to each of the 10 domains you will be assessed on throughout the programme for the assignments on the programme, and which are also generalizable to placement based activities. It is designed to start you thinking about what you bring to the programme and identify areas you feel more challenged by and might want to consider/focus on to develop.

You will not meet all of the criteria at this stage in training – there will be a number of areas where you have strengths, and others where you will need to develop your knowledge and skills. This is OK. The aim of this exercise is to encourage you to become an active and responsible participant in your own development and engage positively and effectively in your training, which will enable you to become a skilled qualified clinician by the end of the programme.

Please complete the sections below in note form (either handwritten or typed) – this is for your own reference to help you to identify what you are going to write in the 500 word Initial Self Appraisal section. Please complete this form before you meet with your clinical tutor to discuss it.

| **1. ‘Gathering’ - Collating information and knowledge for specific purpose** | What information, knowledge and understanding do I bring with me to the programme e.g. BPS policies, NHS policies, specific area of research knowledge, psychological theories, e.g., models/approaches, statistics?  What skills do I have in searching for information on publication databases?  Do I know where to look to find policies (e.g. NHS, BPS, HCPC, host Trust/LSCFT polices, NICE)?  Am I able to design a strategy for gathering information for a specific reason?  Do I know how to access library resources I might need? |  |
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| **2.‘Analysing’ -Critical analysis & synthesis** | Do I know how to pull information together from different sources?  Do I know how to interrogate information to establish what is relevant and what isn’t?  Do I know how to organise information in order to present a coherent argument?  Can I understand arguments presented in the literature and identify sound and flawed reasoning in them?  Am I able to follow lines of reasoning and identify key issues and assumptions made by authors?  Am I able to offer a critical perspective on information I have gathered?  Can I draw a conclusion based on the information?  How selective and succinct am I in my writing?  Can I write in a critical way? |  |
| **3.‘Deciding’ - Strategy for application** | Can I decide on and develop a strategy or a way forward based on my appraisal of a situation and the information gathered?  Am I able to make practical recommendations based on conclusions?  How clearly can I explain what my plan is?  How well can I do all this in relation to clinical work / research / influencing others / organisational policy? |  |
| **4.‘Doing’ - Performance skills** | Can I implement strategies which I have designed/developed?  This might include demonstrating skills in the following areas – are there any you feel you have strength in or might be challenged by?  A. Conducting psychometric tests.  B. Specific therapeutic techniques.  C. Structured assessments.  D. Assessment of context.  E. Conducting risk assessment.  F. Teaching skills & presenting skills.  G. Supervision skills (giving and receiving).  H. Leading team discussions. |  |
| **5.‘Responding’ – Being responsive to impact & learning from experiences** | How skilled am I in seeking out and respond to feedback?  How self-aware am I?  Am I able to reflect in the moment and change direction if needed?  Am I able to reflect after an event and consider my actions?  Am I able to make changes to my own approach and behaviour based on feedback and my own reflections?  How do I take responsibility for my own learning and development?  Is there anything I have identified in this section which I might find challenging? |  |
| **6.‘Communicating’ - Communicating information effectively** | How are my skills in communicating effectively and efficiently in the following modes:  Verbal?  Visual?  Written?  How good am I at communicating with groups using the above?  (This can include presentations and reports or other forms of written &visual information)  How are my skills in adapting information to my intended audience?  (e.g. professionals/lay people/public/ children/people with disabilities/people with cognitive impairments)  Is there anything I have identified in this section which I might do particularly well or might find challenging? |  |
| **7.‘Interacting’ - Interpersonal skills & collaboration** | How are my transferable skills which underpin interactions with others including:  Being warm and engaging/ ability to listen, being respectful and taking account of the goals and views of others?  Being able to understand, tolerate and contain the position of the other person whilst remaining professional?  Being able to be appropriately assertive and manage conflict and difficult dynamics?  Being able to use my influence to find an efficient way of working with others?  Is there anything I have identified in this section which I might do particularly well or might find challenging? |  |
| **8.‘Organising’ - Organisational skills** | How well organised am I?  What do I find challenging about being well organised?  How well am I able to manage multiple demands? What are my strategies for this?  How well am I able to organise my time effectively to meet deadlines? |  |
| **9. ‘Knowing’ - Demonstrating Essential Knowledge** | There are number of things one ‘needs to know’ by the end of training – a few key things are outlined below – many of which you will be exposed to over the years of training - indicate which you might find challenging or you have a strength in:   * Finding policies/practice guidance * Clear understanding of the role of Clinical Psychology * Knowing duties and responsibilities e.g. safeguarding, whistleblowing, ethics, professional conduct * Understanding about psychometrics * Value of evidence of based practice and practice based evidence * Mandatory training requirements * Change processes in service delivery * Understanding impact of emotional change on individuals/groups and service systems |  |
| **10. ‘Behaving’ - Professional behaviour** | This is about behaving appropriately professionally in all settings (including placement and the university). It includes understanding about professional power and its appropriate use, awareness of consent processes, keeping appropriate boundaries, understanding and identifying ethical issues, recognising malpractice and the duty to respond and report, being engaged with one’s own performance and conduct and responding appropriately to feedback, being aware of one’s ability to practice, paying attention to self-care, not acting outside limits of one’s own competence, and acting with integrity and respect.  Do I have areas of strength in any of the above – or might I find any of the above challenging? |  |