

# Profession-wide Competencies Codebook<sup>1</sup>

<b>1. Research</b> - Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.		
<b>A. Scientific Mindedness-</b>		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Passive acceptance of published literature as truth</li> <li>• Unable/Unwilling to present own research in multiple modalities (e.g., written, oral)</li> </ul>	<ul style="list-style-type: none"> <li>• Displays critical scientific thinking</li> <li>• Aware of need for evidence to support assertions</li> <li>• Questions assumptions of knowledge</li> <li>• Evaluates study methodology and scientific basis of findings</li> <li>• Presents own work for the scrutiny of others</li> </ul>	<ul style="list-style-type: none"> <li>• Values and applies scientific methods to professional practice.</li> <li>• Articulates, in supervision and case conference, support for issues derived from the literature</li> <li>• Formulates appropriate questions regarding case conceptualization</li> <li>• Generates hypotheses regarding own contribution to therapeutic process and outcome</li> <li>• Performs scientific critique of literature</li> </ul>
<b>B. Scientific Foundation of Psychology</b> - Knowledge of core science.		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Unable to articulate the scientific method</li> <li>• Applies illogical steps in place of scientific reasoning and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of psychology as a science.</li> <li>• Demonstrates understanding of core scientific conceptualizations of human behavior</li> <li>• Demonstrates understanding of psychology as a science, including basic knowledge of the breadth of scientific psychology. For example: able to cite scientific literature to support an argument.</li> <li>• Evaluates scholarly literature on a topic</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth knowledge of core science</li> <li>• Displays intermediate level knowledge of and respect for scientific bases of behavior</li> </ul>

<sup>1</sup> Although not all inclusive, examples of behaviors that correspond to each competency rating are listed below. Please note that “Well Developed Competence” category listed corresponds with the “Readiness for Internship” category from the “Competency Benchmark Document” (Fouad et al., 2009), which is the product of the Assessment of Competency Benchmarks Work Group convened by the APA Board of Educational Affairs (iterative versions are housed here: <https://www.apa.org/ed/graduate/benchmarks-evaluation-system>)

**2. Ethical Legal Standards** - Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

**A. Knowledge of Ethical, Legal and Professional Standards and Guidelines** - Knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/ professional codes, standards and guidelines; laws, statutes, rules, regulations.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>• Unable to locate the APA Ethical Code.</li> <li>• Unable to identify which code is currently in place (e.g., which year of publication represents the current code).</li> <li>• Unable to identify additional codes that are salient to professional practice (e.g, child custody, forensic, and so on)</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]</li> <li>• Beginning knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting.</li> <li>• Displays a basic understanding of this knowledge (e.g., APA, Ethics Code and principles, Ethical Decision Making Models)</li> <li>• Demonstrates knowledge of typical legal issues (e.g., child and elder abuse reporting, HIPAA, Confidentiality, Informed Consent)</li> </ul>	<ul style="list-style-type: none"> <li>• Intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/ professional codes, standards and guidelines; laws, statutes, rules, regulations</li> <li>• Identifies ethical dilemmas effectively</li> <li>• actively consults with supervisor to act upon ethical and legal aspects of practice</li> <li>• Addresses ethical and legal aspects within the case conceptualization</li> <li>• Discusses ethical implications of professional work</li> <li>• Recognizes and discusses limits of own ethical and legal knowledge</li> </ul>

**B. Awareness and Application of Ethical Decision Making** - Knows and applies an ethical decision-making model and is able to apply relevant elements.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>• Unable to identify, with the narrative code available, applicable sections to an ethical decision-making dilemma.</li> <li>• Failure to identify appropriate means and resources for obtaining consultation and/or supervision when facing an ethical decision-making dilemma</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates the importance of an ethical decision model applied to practice.</li> <li>• Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, Informed consent, confidentiality, multiple relationships, and competence)</li> <li>• Identifies potential conflicts between personal belief systems, APA ethics code and legal issues in practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Knows and applies an ethical decision-making model and is able to apply relevant elements of ethical decision making to a dilemma.</li> <li>• Uses an ethical decision-making model when discussing cases in supervision.</li> <li>• Readily identifies ethical implications in cases and to understand the ethical elements in any present ethical dilemma or question</li> <li>• Discusses ethical dilemmas and decision-making in supervision, staffing, presentations, &amp; practicum settings</li> </ul>

**C. Ethical Conduct** - Knowledge of own moral principles/ethical values integrated in professional conduct.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>• Failure to seek consultation before responding to an ethical decision-making dilemma</li> <li>• Enacts conduct that is inconsistent with supervisor mandates regarding ethical conduct, without first seeking consultation from Clinic Director</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical attitudes and values evident in conduct</li> <li>• Evidences desire to help others</li> <li>• Demonstrates openness to new ideas</li> <li>• Shows honesty/integrity/values ethical behavior</li> <li>• Demonstrates personal courage consistent with ethical values of psychologists</li> <li>• Displays a capacity for appropriate boundary management</li> <li>• Implements ethical concepts into professional behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of own moral principles/ethical values integrated in professional conduct</li> <li>• Articulates knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues</li> <li>• Spontaneously discusses intersection of personal and professional ethical and moral issues</li> </ul>

**3. Individual and Cultural Diversity - Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.**

**A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context.**

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>Has difficulty recognizing prejudices</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others.</li> <li>Demonstrates this self-knowledge, awareness, and understanding. For example: articulates how ethnic group values influence who one is and how one relates to other people.</li> </ul>	<ul style="list-style-type: none"> <li>Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation</li> <li>Understands and monitors own cultural identities in relation to work with others</li> <li>Uses knowledge of self to monitor effectiveness as a professional</li> <li>Critically evaluates feedback and initiates supervision regularly about diversity issues</li> </ul>

**B. Others as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context.**

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>Does not talk about inexperience or lack of exposure to individuals/groups from different backgrounds</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge, awareness, and understanding of others individuals as cultural beings.</li> <li>Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals.</li> <li>Critically evaluates feedback and initiates supervision regularly about diversity issues with others.</li> </ul>	

**C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context.**

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
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<ul style="list-style-type: none"> <li>• Holds some beliefs which limit effectiveness with certain clients</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge, awareness, and understanding of interactions between self and diverse others</li> <li>• Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others</li> <li>• Understands the role of multiple cultural identities in interactions among individuals</li> <li>• Uses knowledge of the role of culture in interactions in work as a professional</li> <li>• Critically evaluates feedback and initiates supervision regularly about diversity issues with others</li> </ul>
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**D. Applications Based on Individual and Cultural Context** - Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>• Lacks insight into impact of personal experiences on case conceptualization, choice of treatment, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology.</li> <li>• Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues).</li> <li>• Demonstrates basic knowledge of literatures on individual and cultural differences and engages in respectful interactions that reflects this knowledge</li> <li>• Demonstrates understanding of the need to consider ICD issues in all aspects of professional psychology work through respectful interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of ICD literature and APA policies, including guidelines for practice with diverse individuals, groups and communities</li> <li>• Demonstrates ability to address ICD issues across professional settings and activities</li> <li>• Works effectively with diverse others in professional activities</li> <li>• Demonstrates awareness of effects of oppression and privilege on self and others</li> </ul>

**E. Empowerment** - Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>• Lack of awareness that social, political, economic, or cultural factors may impact human development.</li> <li>• Lack of awareness that service provision must be sensitive to social, political, economic, or cultural factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention.</li> <li>• Articulates social, political, economic or cultural factors that may impact on human development and functioning.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies specific barriers to client improvement, e.g., lack of access to resources.</li> <li>• Assists client in development of self-advocacy plans.</li> </ul>

**4. Professional Values, Attitudes, and Behaviors** – Professional values and ethics as evidenced in behavior and comportsment that reflects the values and ethics of psychology, integrity, and

**A. Integrity** - Honesty, personal responsibility and adherence to professional values.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
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<ul style="list-style-type: none"> <li>• Failure to complete assigned or routine tasks during clinic on call hours</li> <li>• Failure to complete required clinic trainings (e.g., HIPPA) and orientations</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates honesty, even in difficult situations</li> <li>• Takes responsibility for own actions</li> <li>• Displays basic understanding of core professional values</li> <li>• Demonstrates ethical behavior &amp; basic knowledge of APA Ethical Principles &amp; Code of Conduct: see below: Foundational Competency: Ethical-legal standards-policy</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of professional values</li> <li>• Demonstrates adherence to professional values</li> <li>• Identifies situations that challenge professional values, and seeks faculty/supervisor guidance as needed.</li> <li>• Demonstrates ability to share, discuss and address failures and lapses in adherence to professional values with supervisors/faculty as appropriate</li> </ul>
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**B. Deportment** - Understands how to conduct oneself in a professional manner (appropriate communication and physical conduct, including attire, across different settings).

<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Not presenting for clinic on call hours or session observation appointments in professional attire and appropriate hygiene</li> <li>• Discussing client(s) information in public areas of the clinic or elsewhere</li> <li>• Discussion of client(s) in unprofessional terms or with disrespect for individual differences</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates appropriate personal hygiene and attire</li> <li>• Distinguishes between appropriate and inappropriate language and demeanor in professional contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates awareness of the impact behavior has on client, public and profession</li> <li>• Utilizes appropriate language and demeanor in professional communications</li> <li>• Demonstrates appropriate physical conduct, including attire, consistent with context</li> </ul>

**C. Professional Identity** - Emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professionals.

<b>Does Not Meet Expectations</b>	<b>Does Not Meet Expectations</b>	<b>Does Not Meet Expectations</b>
<ul style="list-style-type: none"> <li>• Cannot conduct an appropriate literature search</li> <li>• Fails to seek needed supervision when appropriate</li> <li>• Does not integrate supervision into care of client(s)</li> <li>• Failure to attend schedule supervision (individually or on team)</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot conduct an appropriate literature search</li> <li>• Fails to seek needed supervision when appropriate</li> <li>• Does not integrate supervision into care of client(s)</li> <li>• Failure to attend schedule supervision (individually or on team)</li> </ul>	<ul style="list-style-type: none"> <li>• Cannot conduct an appropriate literature search</li> <li>• Fails to seek needed supervision when appropriate</li> <li>• Does not integrate supervision into care of client(s)</li> <li>• Failure to attend schedule supervision (individually or on team)</li> </ul>

**D. Accountability** - Accountable and reliable (consistently reliable; consistently accepts responsibility for own actions).

<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Failure to complete required observation or client contact hours and notes or reports in a timely manner</li> <li>• Failure to maintain responsibility in scheduling rooms and/or resources both when initiating scheduling and when changes are needed</li> </ul>	<ul style="list-style-type: none"> <li>• Turns in assignments in accordance with established deadlines</li> <li>• Demonstrates personal organization skills</li> <li>• Plans and organizes own workload</li> <li>• Aware of and follows policies and procedures of institution</li> </ul>	<ul style="list-style-type: none"> <li>• Completes required case documentation promptly and accurately</li> <li>• Accepts responsibility for meeting deadlines</li> <li>• Available when "on-call"</li> <li>• Acknowledges errors</li> <li>• Utilizes supervision to strengthen effectiveness of practice</li> </ul>

**E. Concern for the Welfare of Others** - Consistently acts to understand and safeguard the welfare of others.

<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
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<ul style="list-style-type: none"> <li>Engaging in behaviors that compromise a safe environment emotionally or physically</li> <li>Abandonment of client(s)</li> </ul>	<ul style="list-style-type: none"> <li>Displays initiative to help others</li> <li>Articulates importance of concepts of confidentiality, privacy, informed consent</li> <li>Demonstrates compassion</li> </ul>	<ul style="list-style-type: none"> <li>Regularly demonstrates compassion</li> <li>Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds</li> <li>Determines when response to client needs takes precedence over personal needs</li> </ul>
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**F. Reflective Practice** - Broadened self-awareness; self- monitoring; reflectivity regarding professional practice (reflection-on-action); use of resources to enhance reflectivity; elements of reflection-in-action.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>Does not articulate attitudes, values, and beliefs that guide behavior and decision-making</li> <li>Fails to acknowledge impact of self on others</li> <li>Does not use introspection to monitor the effect of personal issues on professional work and relationships</li> <li>Failure to foster development of individual and cultural identities</li> <li>Does not use supervision as an opportunity to facilitate self-awareness as related to professional performance, roles, and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Displays basic mindfulness and self-awareness; basic reflectivity regarding professional practice (reflection-on-action)</li> <li>Problem solving skills (critical thinking)</li> <li>organized reasoning</li> <li>intellectual curiosity and flexibility</li> </ul> <p>Demonstrates openness to:</p> <ul style="list-style-type: none"> <li>considering own personal concerns &amp; issues</li> <li>recognizing impact of self on others</li> <li>articulating attitudes, values, and beliefs toward diverse others</li> <li>self-identifying multiple individual and cultural identities</li> <li>systematically reviewing own professional performance with supervisors/teachers</li> </ul>	<ul style="list-style-type: none"> <li>Articulates attitudes, values, and beliefs toward diverse others</li> <li>Recognizes impact of self on others</li> <li>Self-identifies multiple individual and cultural identities</li> <li>Describes how others experience him/her and identifies roles one might play within a group</li> <li>Responsively utilizes supervision to enhance reflectivity</li> <li>Systematically and effectively reviews own professional performance via videotape or other technology with supervisors</li> <li>Initial indicators of monitoring and adjusting professional performance in action as situation requires</li> </ul>

**G. Self-Assessment** - Broadly accurate self-assessment of competence; consistent monitoring and evaluation of practice activities.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>Fails to recognize professional limitations, 'blindspots' &amp; mistakes</li> <li>Fails to recognize strengths</li> <li>Despite input from others, does not develop specific and realistic professional goals</li> <li>Cannot describe an adequate subset of core competencies for scientist-practitioners</li> <li>Does not devote adequate time to self-evaluation and review of professional performance</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of core competencies; emerging self-assessment re: competencies</li> <li>Demonstrates awareness of clinical competencies for professional training</li> <li>Develops initial competency goals for early training (with input from faculty)</li> </ul>	<ul style="list-style-type: none"> <li>Self-assessment comes close to congruence with assessment by peers and supervisors</li> <li>Identifies areas requiring further professional growth</li> <li>Writes a personal statement of professional goals</li> <li>Identifies learning objectives for overall training plan</li> <li>Systemically and effectively reviews own professional performance via videotape or other technology</li> </ul>

**H. Self-Care** - Attention to personal health and well-being to assure effective professional functioning.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
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<ul style="list-style-type: none"> <li>• Lacks awareness of personal &amp; professional values and priorities</li> <li>• Fails to balance personal &amp; professional commitments in a manner consistent with ones values &amp; priorities</li> <li>• Relies on ineffective &amp;/or maladaptive coping (e.g., puts physical health or important relationships at risk)</li> <li>• Denies personal vulnerabilities</li> <li>• Fails to seek help/advice for personal difficulties</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of the importance of self-care in effective practice</li> <li>• Knowledge of self-care methods</li> <li>• Attention to self-care</li> <li>• Demonstrates basic awareness and attention to self-care</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring of issues related to self-care with supervisor.</li> <li>• Understanding of the central role of self-care to effective practice</li> <li>• Works with supervisor to monitor issues related to self-care</li> <li>• Takes action recommended by supervisor for self-care to ensure effective training</li> </ul>
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**I. Skills Development - Knowledge of the supervision literature and how clinicians develop to be skilled professionals.**

<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Cannot describe different models of supervision</li> <li>• Fails to complete self-assessment related to supervisory skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal skills of communication and openness to feedback.</li> <li>• Completes self-assessment (e.g., Hatcher &amp; Lassiter, 2006).</li> <li>• Integrates faculty/supervisor feedback into self-assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Successfully completes coursework on supervision.</li> <li>• Demonstrates formation of supervisory relationship integrating theory and skills including knowledge of development, educational praxis.</li> </ul>

**5. Communication and Interpersonal Skills - Relates effectively and meaningfully with individuals, groups, and/or communities.**

**A. Interpersonal Relationships**

<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Limited or poor interpersonal relationships</li> <li>• Fails to listen/attend to others</li> <li>• Unable to see or dismisses alternative views &amp; values</li> <li>• Unreliable, inconsistent</li> <li>• Blames others; does not take responsibility for own errors</li> <li>• Repeated boundary violations or excessive distance in therapeutic/supervisory relationship</li> <li>• Does not prepare for supervision or seek assistance</li> </ul>	<ul style="list-style-type: none"> <li>• Displays interpersonal skills</li> <li>• Listens and is empathic with others</li> <li>• Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc.</li> <li>• Demonstrates skills verbally and non-verbally.</li> <li>• Receives feedback well</li> </ul>	<ul style="list-style-type: none"> <li>• Forms/maintains productive, respectful relationships with clients, peers, supervisors and professionals from other disciplines</li> <li>• Forms effective working alliance with clients</li> <li>• Engages with supervisors to work effectively</li> <li>• Works cooperatively with peers</li> <li>• Involved in departmental, institutional, or professional activities or governance</li> <li>• Demonstrates respectful and collegial interactions with those who have different professional models or perspectives</li> </ul>

**B. Expressive Skills – Ability to clearly and articulately express oneself.**

<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Uses language that is vague or contains too much jargon</li> <li>• Unable to articulate e.g. stumbles, incomplete sentences/ideas, rambles too much or overly brief</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates coherent expressive skills</li> <li>• Communicates ideas, feelings and information verbally and non-verbally</li> </ul>	<ul style="list-style-type: none"> <li>• Clear and articulate expression</li> <li>• Communicates clearly using verbal, nonverbal, and written skills</li> <li>• Demonstrates understanding of professional language</li> </ul>
<b>C. Affective Skills</b> - Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively.		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Frequent conflict with others OR avoids conflict</li> <li>• Doesn't challenge or confront clients when appropriate</li> <li>• Immature, superficial or distant relationships</li> <li>• Poor working alliance with clients</li> <li>• Becomes angry or overly upset by negative feedback</li> <li>• Insensitive, over critical feedback or resistant to providing constructive criticism to peers</li> <li>• Avoids introspection; lacks awareness of own role in interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates affective skills</li> <li>• Demonstrates affect tolerance</li> <li>• Tolerates and understands interpersonal conflict</li> <li>• Tolerates ambiguity and uncertainty</li> <li>• Demonstrates awareness of inner emotional experience</li> <li>• Demonstrates emotional maturity</li> <li>• Listens to and acknowledges feedback from others</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively.</li> <li>• Works collaboratively</li> <li>• Demonstrates active problem-solving</li> <li>• Makes appropriate disclosures regarding problematic interpersonal situations</li> <li>• Acknowledges own role in difficult interactions</li> <li>• Provides feedback to supervisor regarding supervisory process</li> <li>• Provides feedback to peers regarding peers' clinical work in context of group supervision or case conference</li> <li>• Accepts and implements supervisory feedback non-defensively.</li> </ul>
<b>D. Clinical Skills</b>		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Has difficulty establishing rapport.</li> <li>• Frequently shows lack of confidence.</li> <li>• Misses or misperceives important information/themes presented by client.</li> <li>• Failure to identify any goals.</li> <li>• Lacks awareness of underlying problems.</li> <li>• Unable to demonstrate empathy and caring such that most clients become willing to trust and utilize therapeutic assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic helping skills.</li> <li>• Demonstrates helping skills, such as empathic listening, framing problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops rapport with most clients.</li> <li>• Develops therapeutic relationships.</li> <li>• Demonstrates appropriate judgment about when to consult supervisor.</li> </ul>

**6. Assessment** – Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.



<b>A. Diagnosis</b>		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Lack of basic knowledge of range of normal and abnormal behavior.</li> <li>• Lack of or misunderstanding of DSM criteria and system.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity.</li> <li>• Identifies DSM criteria.</li> <li>• Describes normal development consistent with broad area of training.</li> </ul>	<ul style="list-style-type: none"> <li>• Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity.</li> <li>• Articulates relevant developmental features and clinical symptoms as applied to presenting question.</li> <li>• Demonstrates ability to identify problem areas and to use concepts of differential diagnosis.</li> </ul>
<b>B. Measurement and Psychometrics</b>		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Lack of, or misunderstanding of, the scientific, theoretical, and contextual basis of test construction.</li> <li>• Lack of, or misunderstanding of, basic psychometric constructs.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing.</li> <li>• Demonstrates awareness of the benefits of standardized assessment.</li> <li>• Demonstrates knowledge of the construct(s) being assessed.</li> <li>• Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects assessment measures with attention to issues of reliability and validity.</li> <li>• Identifies appropriate assessment measures for cases seen at practice site.</li> <li>• Routinely consults with supervisor regarding selection of assessment measures.</li> </ul>
<b>C. Evaluation Methods</b>		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Lack of or misunderstanding of the scientific, theoretical, and contextual basis of evaluation methodologies.</li> <li>• Failure to check out successfully (with supervisor or their designee) on standardized assessment measures within two attempts.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam.</li> <li>• Accurately and consistently administers and scores various assessment measures.</li> <li>• Demonstrates knowledge of initial interviewing (both structured and semi-structured interviews, mini-mental status exam).</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances.</li> <li>• Demonstrates intermediate level ability to accurately and consistently select, administer, score and interpret assessment tools with client populations.</li> <li>• Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams.</li> </ul>
<b>D. Application of Methods -- Assessment</b>		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Lack of, or misunderstanding of, the scientific, theoretical, and contextual basis of the correct application of evaluation methodologies.</li> <li>• Cannot articulate to supervisor the multi-trait, multi-method matrix approach to assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of measurement across domains of functioning and practice settings.</li> <li>• Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information.</li> </ul>	<ul style="list-style-type: none"> <li>• Selects appropriate assessment measures to answer diagnostic question.</li> <li>• Selects assessment tools that reflect awareness of patient population served at a given practice site.</li> <li>• Regularly selects and uses appropriate methods of evaluation.</li> </ul>

<ul style="list-style-type: none"> <li>Proposes to supervisor an assessment battery that attends only to confirming hypotheses (e.g., hypothesizes ADHD and proposes a battery that fails to consider other possible causes for problems with attention/concentration).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates awareness of need for selection of assessment measures appropriate to population/problem.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise).</li> </ul>
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<b>E. Conceptualization and Recommendations</b>		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>Lack of or misunderstanding of diagnostic formulation/case conceptualization</li> <li>Inability to prepare basic reports which articulate theoretical material applied to case conceptualization.</li> </ul>	<ul style="list-style-type: none"> <li>Basic knowledge of formulating diagnosis and case conceptualization.</li> <li>Demonstrates the ability to discuss diagnostic formulation and case conceptualization.</li> <li>Prepares basic reports which articulate theoretical material applied to case conceptualization.</li> </ul>	<ul style="list-style-type: none"> <li>Utilizes systematic approaches of gathering data to inform clinical decision-making.</li> <li>Presents cases and reports demonstrating how diagnosis is based on case material.</li> </ul>

**7. Intervention-** Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.

**A. Intervention Planning** - Formulates and conceptualizes cases and plan interventions utilizing at least one consistent theoretical orientation.

<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>Responses to clients indicate significant inadequacies in their theoretical understanding and case formulation.</li> <li>Chooses interventions without regard to their scientific status or their alignment.</li> <li>Chooses interventions without regard to their acceptability within the client's values.</li> <li>Chooses interventions without regard to own relevant preparation/expertise.</li> </ul>	<ul style="list-style-type: none"> <li>Basic understanding of the relationship between assessment and intervention.</li> <li>Articulates a basic understanding of how intervention choices are informed by assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Formulates and conceptualizes cases and plan interventions utilizing at least one consistent theoretical orientation.</li> <li>Articulates a theory of change and identifies interventions to implement change; as consistent with the AAPI.</li> <li>Writes understandable case conceptualization reports and collaborative treatment plans incorporating evidence-based practices.</li> </ul>

**B. Intervention Implementation**

<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>Failure to target interventions to client's level of understanding and motivation.</li> </ul>	<ul style="list-style-type: none"> <li>Basic knowledge of intervention strategies.</li> <li>Articulates awareness of theoretical basis of intervention and some general strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Implements evidence-based interventions that take into account empirical support, clinical judgment,</li> </ul>

<ul style="list-style-type: none"> <li>• Unable to apply interventions that are technically consistent with supervisory and literature-based guidance.</li> <li>• Applies interventions without regard to their scientific status.</li> <li>• Applies interventions without regard to their acceptability within the client’s values.</li> <li>• Applies interventions without regard to own relevant preparation/expertise.</li> </ul>		<p>and client diversity (e.g., client characteristics, values, and context).</p> <ul style="list-style-type: none"> <li>• Applies specific evidence-based interventions.</li> <li>• Presents case that documents application of evidence-based practice.</li> </ul>
<p><b>C. Knowledge of Interventions</b> - Knowledge of scientific, theoretical, empirical and contextual bases of intervention, including theory, research, and practice.</p>		
<p><b>Does Not Meet Expectations</b></p>	<p><b>Readiness for Practicum</b></p>	<p><b>Well Developed Competence</b></p>
<ul style="list-style-type: none"> <li>• Lacks self-initiative to request readings or resources used to inform treatment.</li> <li>• Fails to complete assigned readings associated.</li> <li>• Unable to articulate basic knowledge of scientific, theoretical, and contextual bases of evidence-based practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge of scientific, theoretical, and contextual bases of intervention and basic knowledge of the value of evidence-based practice and its role in scientific psychology.</li> <li>• Articulates the relationship of EBP to the science of psychology.</li> <li>• Identifies basic strengths and weaknesses of intervention approaches for different problems and populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of interventions and explanations for their use based on EBP.</li> <li>• Demonstrates the ability to select interventions for different problems and populations related to the practice setting.</li> <li>• Investigates existing literature related to problems and client issues.</li> <li>• Writes a statement of one’s own theoretical perspective regarding intervention strategies.</li> </ul>
<p><b>D. Scientific Foundation of Professional Practice</b> - Knowledge, understanding, and application of the concept of evidence-based practice.</p>		
<p><b>Does Not Meet Expectations</b></p>	<p><b>Readiness for Practicum</b></p>	<p><b>Well Developed Competence</b></p>
<ul style="list-style-type: none"> <li>• Fails to learn the evidence base associated with interventions and assessments</li> <li>• Considers interventions and assessments without regard to their scientific status</li> <li>• Considers interventions and assessments without regard to their acceptability within the client’s values</li> <li>• Considers interventions and assessments without regard to the clinician’s preparation/expertise</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the scientific foundation of professional practice</li> <li>• Understands the development of evidence based practice in psychology (EBP) as defined by APA</li> <li>• Displays understanding of the scientific foundations of the functional competencies</li> <li>• Cites scientific literature to support an argument</li> <li>• Evaluates scholarly literature on a practice-related topic</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge, understanding, and application of the concept of evidence-based practice</li> <li>• Applies EBP concepts in case conceptualization, treatment planning, and interventions</li> <li>• Compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning.</li> </ul>

<p><b>E. Progress Evaluation</b></p>		
<p><b>Does Not Meet Expectations</b></p>	<p><b>Readiness for Practicum</b></p>	<p><b>Well Developed Competence</b></p>

<ul style="list-style-type: none"> <li>• Failure to appreciate the need for ongoing evaluation of working alliance and treatment effectiveness.</li> <li>• Unaware of methods to examine intervention outcomes.</li> <li>• Unable/Unwilling to perform assessments of intervention outcomes.</li> <li>• Persistent application of interventions that appear to be having deleterious effects.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge of the assessment of intervention progress and outcome.</li> <li>• Demonstrates basic knowledge of methods to examine intervention outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate treatment progress and modify treatment planning as indicated, utilizing established outcome measures.</li> <li>• Assesses and documents treatment progress and outcomes.</li> <li>• Alters treatment plan accordingly.</li> <li>• Describes instances of lack progress and actions taken in response.</li> </ul>
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**8. Supervision-** Supervision and training in the professional knowledge base and of evaluation of the effectiveness of various professional activities.

**A. Expectations and Roles –** Knowledge of purpose for roles in supervision.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>• As a supervisee, is routinely unprepared for supervision (e.g., unsure what to discuss, fails to bring clinical materials for review).</li> <li>• As a supervisee, fails to disclose information that supervisor needs to understand clinical situations and/or accurately assess supervisee's training needs and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge of expectations for supervision.</li> <li>• Demonstrates knowledge of the process of supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies roles and responsibilities of the supervisor and supervisee in the supervision process.</li> </ul>

**B. Processes and Procedures -** Knowledge of procedures and processes of supervision.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>• Does not demonstrate a basic understanding of supervision models and practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of supervision models and practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies goals and tasks of supervision related to developmental progression.</li> <li>• Tracks progress achieving goals and setting new goals.</li> </ul>

**C. Awareness of Factors Affecting Quality –** Knowledge about the impact of diversity on all professional settings and supervision Participants including self as defined by APA policy.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>• Cannot differentiate appropriate and inappropriate responses to individual and cultural differences in supervision.</li> <li>• Lacks insight into how one's cultural identity may differentially affect supervisees.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic knowledge of and sensitivity to issues related to individual and cultural differences (i.e., the APA definition) as they apply to the supervision process and relationships.</li> <li>• Demonstrates basic knowledge of literature on individual and cultural differences and engages in respectful interactions that reflect that knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning knowledge of personal contribution to therapy and to supervision.</li> <li>• Demonstrates knowledge of Individual and Cultural Differences (I&amp;CD) literature and APA guidelines in supervision practice.</li> <li>• Demonstrates awareness of role of oppression and privilege on supervision process.</li> </ul>

**D. Participation in Supervision Process -** Observation of and participation in supervisory process (e.g., peer supervision).

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>• Fails to provide candid and sensitive critical feedback to supervisee when needed.</li> <li>• Is a passive observer rather than actively engaged in group supervision</li> <li>• Discounts supervisee’s perspective or opinion.</li> <li>• Does not seek supervision of supervision &amp;/or supervisory consultation when needed.</li> <li>• Fails to adopt a genuine openness to feedback from supervisees as evident from developmental stagnation as a supervisor.</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of need for straightforward, truthful, and respectful communication in supervisory relationship.</li> <li>• Demonstrates willingness to admit errors, accept feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects on supervision process, areas of strength and those needing improvement.</li> <li>• Seeks supervision to improve performance, presenting work for feedback, and integrating feedback into performance.</li> </ul>
<b>E. Ethical and Legal Issues in Supervision</b> - Knowledge of and compliance with ethical/professional codes, standards and guidelines; institutional policies; laws, statutes, rules, regulations, and case law relevant to the practice of psychology and its supervision.		
Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>• Fails to recognize ethical issues in supervision.</li> <li>• Fails to recognize legal issues in supervision.</li> <li>• Cannot articulate institutional &amp;/or APA principles as related to supervision.</li> <li>• Behaves unethically toward supervisee (e.g., verbally abusive, sexually objectifying).</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of principles of ethical practice and basic skills in supervisory ethical decision making, knowledge of legal and regulatory issues in supervision.</li> <li>• Demonstrates understanding of this knowledge (e.g., APA 2002 ethical principles).</li> </ul>	<ul style="list-style-type: none"> <li>• Behaves ethically.</li> <li>• Recognizes ethical and legal issues in clinical practice and supervision.</li> </ul>

**9. Consultation and Intraprofessional / Interdisciplinary Skills-** The ability to provide expert guidance or professional assistance in response to a client’s needs or goals. Effectively relates to dialogue with other professionals. Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines

**A. Knowledge of the Shared and Distinctive Contributions of Other Professions.**

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> <li>• Lacks awareness or understanding of basic contributions of allied professions such as social work, psychiatry</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals</li> <li>• Demonstrates knowledge, respect, and valuing of roles, functions and service delivery systems of other professions</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems</li> <li>• Intermediate level knowledge of common and distinctive roles of other professionals</li> <li>• Reports observations of commonality and differences among professional roles, values, and standards</li> </ul>

<b>B. Functioning in Multidisciplinary and Interdisciplinary Contexts.</b>		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Displays defensiveness when interacting with others</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates cooperation</li> <li>• Demonstrates ability to cooperate with others in task completion</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning, knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning</li> <li>• Demonstrates knowledge of the nature of interdisciplinary vs. multidisciplinary function and the skills that support interdisciplinary process</li> </ul>
<b>C. Understands How Participation in Interdisciplinary Collaboration/ Consultation Enhances Outcomes.</b>		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Does not practice reflective listening skills or dominates discussion with own ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of how participating in interdisciplinary collaboration/ consultation can be directed toward shared goals.</li> <li>• Demonstrates understanding of concept</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in and initiates interdisciplinary collaboration/ consultation directed toward shared goals.</li> <li>• Consults with and cooperates with other disciplines in service of clients</li> </ul>
<b>D. Respectful and Productive Relationships with Individuals from Other Professions.</b>		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Makes dismissive or disparaging comments of other disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the benefits of forming collaborative relationships with other professionals</li> <li>• Expresses interest in developing collaborative relationships and respect for other professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Develops and maintains collaborative relationships and respect for other professionals</li> <li>• Communicates effectively with individuals from other profession</li> </ul>
<b>E. Role of Consultant</b>		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Does not recognize multiple professional roles such as consultant.</li> <li>• Cannot distinguish among consultant roles</li> <li>• Does not discuss with or inform consultee of clinician's role in consultation.</li> </ul>		<ul style="list-style-type: none"> <li>• Knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher).</li> <li>• Articulates common and distinctive roles of consultant.</li> <li>• Compares and contrast consultation, clinical and supervision roles.</li> </ul>
<b>F. Addressing Referral Question</b>		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
<ul style="list-style-type: none"> <li>• Inappropriate or incorrect selection of assessment tools.</li> </ul>		<ul style="list-style-type: none"> <li>• Knowledge of and ability to select appropriate means of assessment to answer referral questions</li> <li>• Implements systematic approach to data collection in a consultative role.</li> <li>• Identifies sources and types of assessment tools.</li> </ul>

<b>G. Application of Methods -- Consultation</b>		
<b>Does Not Meet Expectations</b>	<b>Readiness for Practicum</b>	<b>Well Developed Competence</b>
		<ul style="list-style-type: none"> <li>• Identifies and acquires literature relevant to unique consultation methods (assessment &amp; intervention) within systems, clients or settings.</li> <li>• Identifies appropriate interventions based on consultation assessment findings.</li> </ul>