

Table 1
Competency Benchmarks Document

Foundational Competencies

Professionalism: Professional values and ethics as evidenced in behavior and comporment that reflects the values and ethics of psychology, integrity, and responsibility.

Developmental Level

| A. Integrity–Honesty, personal responsibility and adherence to professional values | | |
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| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: Understanding of professional values; honesty, personal responsibility | Essential Component: Work as psychologist-in-training infused with adherence to professional values. Recognizes situations that challenge adherence to professional values | Essential Component: Continually monitors and independently resolves situations that challenge professional values and integrity |
| Behavioral Anchor: <ul style="list-style-type: none"> • Demonstrates honesty, even in difficult situations • Takes responsibility for own actions • Displays basic understanding of core professional values • Demonstrates ethical behavior & basic knowledge of APA Ethical Principles & Code of Conduct: see below: Foundational Competency: Ethical-legal standards-policy | Behavioral Anchor: <ul style="list-style-type: none"> • Demonstrates knowledge of professional values • Demonstrates adherence to professional values • Identifies situations that challenge professional values, and seeks faculty/supervisor guidance as needed. • Demonstrates ability to share, discuss and address failures and lapses in adherence to professional values with supervisors/faculty as appropriate | Behavioral Anchor: <ul style="list-style-type: none"> • Articulates professional values • Takes independent action to correct situations that are in conflict with professional values |
| B. Department | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: Understands how to conduct oneself in a professional manner | Essential Component: Professionally appropriate communication and physical conduct, including attire, across different settings | Essential Component: Consistently conducts self in a professional manner across and settings and situations |
| Behavioral Anchor: <ul style="list-style-type: none"> • Demonstrates appropriate personal hygiene and attire • Distinguishes between appropriate and inappropriate language and demeanor in professional contexts | Behavioral Anchor: <ul style="list-style-type: none"> • Demonstrates awareness of the impact behavior has on client, public and profession • Utilizes appropriate language and demeanor in professional communications • Demonstrates appropriate physical conduct, including attire, consistent with context | Behavioral Anchor: <ul style="list-style-type: none"> • Verbal and nonverbal communications are appropriate to the professional context including in challenging interactions |
| C. Accountability | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: Accountable and reliable | Essential Component: Consistently reliable; consistently accepts responsibility for own actions | Essential Component: Independently accepts personal responsibility across settings and contexts |
| Behavioral Anchor: <ul style="list-style-type: none"> • Turns in assignments in accordance with established deadlines • Demonstrates personal organization skills • Plans and organizes own workload • Aware of and follows policies and procedures of institution | Behavioral Anchor: <ul style="list-style-type: none"> • Completes required case documentation promptly and accurately • Accepts responsibility for meeting deadlines • Available when “on-call” • Acknowledges errors • Utilizes supervision to strengthen effectiveness of practice | Behavioral Anchor: <ul style="list-style-type: none"> • Works to fulfill client-provider contract • Enhances productivity • Holds self accountable for and submits to external review of quality service provision |
| D. Concern for the welfare of others | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: Awareness of the need to uphold and protect the welfare of others | Essential Component: Consistently acts to understand and safeguard the welfare of others | Essential Component: Independently acts to safeguard the welfare of others |

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| Behavioral Anchor: <ul style="list-style-type: none"> ● Displays initiative to help others ● Articulates importance of concepts of confidentiality, privacy, informed consent ● Demonstrates compassion | Behavioral Anchor: <ul style="list-style-type: none"> ● Regularly demonstrates compassion ● Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds ● Determines when response to client needs takes precedence over personal needs | Behavioral Anchor: <ul style="list-style-type: none"> ● Communications and actions convey sensitivity to individual experience and needs while retaining professional demeanor and deportment ● Respectful of the beliefs and values of colleagues even when inconsistent with personal beliefs and values ● Acts to benefit the welfare of others, especially those in need |
| E. Professional Identity | | |
| Readiness for Practicum Essential Component: Beginning understanding of self as professional, "thinking like a psychologist" | Readiness for Internship Essential Component: Emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development | Readiness for Entry to Practice Essential Component: Consolidation of professional identity as a psychologist; knowledgeable about issues central to the field; evidence of integration of science and practice |
| Behavioral Anchor: <ul style="list-style-type: none"> ● Has membership in professional organizations ● Demonstrates knowledge of the program and profession (training model, core competencies) ● Demonstrates knowledge about practicing within one's competence ● Understands that knowledge goes beyond formal training | Behavioral Anchor: <ul style="list-style-type: none"> ● Attends colloquia, workshops, conferences ● Consults literature relevant to client care | Behavioral Anchor: <ul style="list-style-type: none"> ● Keeps up with advances in profession ● Contributes to the development & advancement of the profession and colleagues ● Demonstrates integration of science in professional practice |
| Reflective Practice/Self-Assessment/Self-Care—Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care. | | |
| Developmental Level | | |
| A. Reflective Practice | | |
| Readiness for Practicum Essential Component: Basic mindfulness and self-awareness; basic reflectivity regarding professional practice (reflection-on-action); | Readiness for Internship Essential Component: Broadened self-awareness; self-monitoring; reflectivity regarding professional practice (reflection-on-action); use of resources to enhance reflectivity; elements of reflection-in-action; | Readiness for Entry to Practice Essential Component: Reflectivity in context of professional practice (reflection-in-action), reflection acted upon, self used as a therapeutic tool |
| Behavioral Anchor: Displays: <ul style="list-style-type: none"> ● problem solving skills, ● critical thinking ● organized reasoning ● intellectual curiosity and flexibility Demonstrates openness to: <ul style="list-style-type: none"> ● considering own personal concerns & issues ● recognizing impact of self on others ● articulating attitudes, values, and beliefs toward diverse others ● self-identifying multiple individual and cultural identities ● systematically reviewing own professional performance with supervisors/teachers | Behavioral Anchor: <ul style="list-style-type: none"> ● Articulates attitudes, values, and beliefs toward diverse others ● Recognizes impact of self on others ● Self-identifies multiple individual and cultural identities ● Describes how others experience him/her and identifies roles one might play within a group ● Responsively utilizes supervision to enhance reflectivity ● Systematically and effectively reviews own professional performance via videotape or other technology with supervisors ● Initial indicators of monitoring and adjusting professional performance in action as situation requires | Behavioral Anchor: <ul style="list-style-type: none"> ● Demonstrates frequent congruence between own and others' assessment and seeks to resolve incongruities ● Models self-care ● Monitors and evaluates attitudes, values and beliefs towards diverse others ● Systematically and effectively monitors and adjusts professional performance in action as situation requires ● Consistently recognizes and addresses own problems, minimizing interference with competent professional functioning |

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Table 1 (continued)

| B. Self-Assessment | | |
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| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| Knowledge of core competencies; emerging self-assessment re: competencies; | Broadly accurate self-assessment of competence; consistent monitoring and evaluation of practice activities | Accurate self-assessment of competence in all competency domains; integration of self-assessment in practice; |
| Behavioral Anchor: | Behavioral Anchor: | Behavioral Anchor: |
| <ul style="list-style-type: none"> ● Demonstrates awareness of clinical competencies for professional training ● Develops initial competency goals for early training (with input from faculty) | <ul style="list-style-type: none"> ● Self-assessment comes close to congruence with assessment by peers and supervisors ● Identifies areas requiring further professional growth ● Writes a personal statement of professional goals ● Identifies learning objectives for overall training plan ● Systemically and effectively reviews own professional performance via videotape or other technology | <ul style="list-style-type: none"> ● Accurately identifies level of competence across all competency domains ● Accurately assesses own strengths and weaknesses and seeks to prevent or ameliorate impact on professional functioning ● Recognizes when new/improved competencies are required for effective practice |
| C. Self-Care (attention to personal health and well-being to assure effective professional functioning) | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| Understanding of the importance of self-care in effective practice; knowledge of self-care methods; attention to self-care | Monitoring of issues related to self-care with supervisor; understanding of the central role of self-care to effective practice | Self-monitoring of issues related to self-care and prompt interventions when disruptions occur |
| Behavioral Anchor: | Behavioral Anchor: | Behavioral Anchor: |
| <ul style="list-style-type: none"> ● Demonstrates basic awareness and attention to self-care | <ul style="list-style-type: none"> ● Works with supervisor to monitor issues related to self-care ● Takes action recommended by supervisor for self-care to ensure effective training | <ul style="list-style-type: none"> ● Anticipates and self-identifies disruptions in functioning and intervenes at an early stage/with minimal support from supervisors ● Models self-care |
| <p>Scientific Knowledge and Methods -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.</p> <p style="text-align: center;">Developmental Level</p> | | |
| A. Scientific Mindedness | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Practice |
| Essential Component: | Essential Component: | Essential Component: |
| Critical scientific thinking | Values and applies scientific methods to professional practice | Independently applies scientific methods to practice |
| Behavioral Anchor: | Behavioral Anchor: | Behavioral Anchor: |
| <ul style="list-style-type: none"> ● Aware of need for evidence to support assertions ● Questions assumptions of knowledge ● Evaluates study methodology and scientific basis of findings ● Presents own work for the scrutiny of others | <ul style="list-style-type: none"> ● Articulates, in supervision and case conference, support for issues derived from the literature ● Formulates appropriate questions regarding case conceptualization ● Generates hypotheses regarding own contribution to therapeutic process and outcome ● Performs scientific critique of literature | <ul style="list-style-type: none"> ● Independently accesses and applies scientific knowledge & skills appropriately and habitually to the solution of problems ● Readily presents own work for the scrutiny of others |
| B. Scientific Foundation of Psychology | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| Understanding of psychology as a science | Knowledge of core science | Knowledge of core science |
| Behavioral Anchor: | Behavioral Anchor: | Behavioral Anchor: |
| <ul style="list-style-type: none"> ● Demonstrates understanding of core scientific conceptualizations of human behavior | <ul style="list-style-type: none"> ● Displays intermediate level knowledge of and respect for scientific bases of behavior | <ul style="list-style-type: none"> ● Demonstrates advanced level of knowledge of and respect for scientific knowledge of the bases for behaviors |

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| <ul style="list-style-type: none"> ● 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 ● Evaluates scholarly literature on a topic | | |
| C. Scientific Foundation of Professional Practice | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Understanding the scientific foundation of professional practice</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Understands the development of evidence based practice in psychology (EBP) as defined by APA ● Displays understanding of the scientific foundations of the functional competencies ● Cites scientific literature to support an argument ● Evaluates scholarly literature on a practice-related topic | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Knowledge, understanding, and application of the concept of evidence-based practice</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Applies EBP concepts in case conceptualization, treatment planning, and interventions ● Compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning. | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Knowledge and understanding of scientific foundations independently applied to practice</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization ● Applies EBP concepts in practice ● Compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning |
| Relationships—Relate effectively and meaningfully with individuals, groups, and/or communities. Developmental Level | | |
| A. Interpersonal Relationships | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Interpersonal skills</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Listens and is empathic with others ● Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc ● Demonstrates skills verbally and non-verbally. ● Receives feedback | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Forms effective working alliance with clients ● Engages with supervisors to work effectively ● Works cooperatively with peers ● Involved in departmental, institutional, or professional activities or governance ● Demonstrates respectful and collegial interactions with those who have different professional models or perspectives | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Effectively negotiates conflictual, difficult and complex relationships including those with individuals and groups that differ significantly from oneself ● Maintains satisfactory interpersonal relationships with clients, peers, faculty, allied professionals, and the public |
| B. Affective Skills | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Affective skills</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates affect tolerance ● Tolerates and understands interpersonal conflict ● Tolerates ambiguity and uncertainty | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Works collaboratively ● Demonstrates active problem-solving ● Makes appropriate disclosures regarding problematic interpersonal situations | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Manages difficult communication; possesses advanced interpersonal skills</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Seeks clarification in challenging interpersonal communications ● Demonstrates understanding of diverse viewpoints in challenging interactions ● Accepts, evaluates and implements feedback from others |

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| <ul style="list-style-type: none"> ● Demonstrates awareness of inner emotional experience ● Demonstrates emotional maturity ● Listens to and acknowledges feedback from others | <ul style="list-style-type: none"> ● Acknowledges own role in difficult interactions ● Provides feedback to supervisor regarding supervisory process ● Provides feedback to peers regarding peers' clinical work in context of group supervision or case conference ● Accepts and implements supervisory feedback nondefensively | |
| <p>C. Expressive Skills</p> | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Expressive skills</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Communicates ideas, feelings and information verbally and non-verbally | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Clear and articulate expression</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Communicates clearly using verbal, nonverbal, and written skills ● Demonstrates understanding of professional language | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Effective command of language and ideas</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates descriptive, understandable command of language, both written and verbal ● Communicates clearly and effectively with clients |
| <p>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.</p> <p style="text-align: center;">Developmental Level</p> | | |
| <p>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</p> | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards divers others</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● 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. | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Understands and monitors own cultural identities in relation to work with others ● Uses knowledge of self to monitor effectiveness as a professional ● Critically evaluates feedback and initiates supervision regularly about diversity issues | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Independently articulates, understands, and monitors own cultural identity in relation to work with others ● Regularly uses knowledge of self to monitor and improve effectiveness as a professional ● Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues |
| <p>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</p> | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Knowledge, awareness, and understanding of others individuals as cultural beings</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Applies knowledge of others as cultural beings in assessment, treatment, and consultation of others</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Understands multiple cultural identities in work with others ● Uses knowledge of others' cultural identity in work as a professional ● Critically evaluates feedback and initiates supervision regularly about diversity issues with others | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Independently articulates, understands, and monitors cultural identity in work with others ● Regularly uses knowledge of others to monitor and improve effectiveness as a professional ● Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues with others |

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| 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 | | |
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| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| Knowledge, awareness, and understanding of interactions between self and diverse others | Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others | Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation |
| Behavioral Anchor: | Behavioral Anchor: | Behavioral Anchor: |
| <ul style="list-style-type: none"> ● Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals | <ul style="list-style-type: none"> ● Understands the role of multiple cultural identities in interactions among individuals ● Uses knowledge of the role of culture in interactions in work as a professional ● Critically evaluates feedback and initiates supervision regularly about diversity issues with others | <ul style="list-style-type: none"> ● Independently articulates, understands, and monitors multiple cultural identities in interactions with others ● Regularly uses knowledge the role of culture in interactions to monitor and improve effectiveness as a professional ● Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues with others |
| D. Applications based on individual and cultural context | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| 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. Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues) | Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation | Applies knowledge, skills, and attitudes regarding intersecting and complex dimensions of diversity for example, the relationship between one's own dimensions of diversity and one's own attitudes towards diverse others to professional work |
| Behavioral Anchor: | Behavioral Anchor: | Behavioral Anchor: |
| <ul style="list-style-type: none"> ● Demonstrates basic knowledge of literatures on individual and cultural differences and engages in respectful interactions that reflects this knowledge ● Demonstrates understanding of the need to consider ICD issues in all aspects of professional psychology work through respectful interactions | <ul style="list-style-type: none"> ● Demonstrates knowledge of ICD literature and APA policies including guidelines for practice with diverse individuals, groups and communities ● Demonstrates ability to address ICD issues across professional settings and activities ● Works effectively with diverse others in professional activities ● Demonstrates awareness of effects of oppression and privilege on self and others | <ul style="list-style-type: none"> ● Articulates an integrative conceptualization of diversity as it impacts clients, self and others (e.g., organizations, colleagues, systems of care) ● Habitually adapts one's professional behavior in a culturally sensitive manner, as appropriate to the needs of the client, that improves client outcomes and avoids harm ● Articulates and uses alternative and culturally appropriate repertoire of skills and techniques and behaviors ● Seeks consultation regarding addressing individual and cultural diversity as needed ● Uses culturally relevant best practices |
| Ethical Legal Standards and Policy -Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations. | | |

Developmental Level

| A. Knowledge of ethical, legal and professional standards and guidelines | | |
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| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| Basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; beginning knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting. | 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 | Routine command and application of the APA Ethical Principles and Code of Conduct and other relevant and other ethical, legal and professional standards and guidelines of the profession |

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| <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Displays a basic understanding of this knowledge (e.g., APA, Ethics Code and principles, Ethical Decision Making Models) ● Demonstrates knowledge of typical legal issues (e.g., child and elder abuse reporting, HIPAA, Confidentiality, Informed Consent) | <p>BehavioralAnchor:</p> <ul style="list-style-type: none"> ● Identifies ethical dilemmas effectively ● actively consults with supervisor to act upon ethical and legal aspects of practice ● Addresses ethical and legal aspects within the case conceptualization ● Discusses ethical implications of professional work ● Recognizes and discusses limits of own ethical and legal knowledge | <p>BehavioralAnchor:</p> <ul style="list-style-type: none"> ● Spontaneously and reliably identifies complex ethical & legal issues, analyzes them accurately and proactively addresses them ● Aware of potential conflicts in complex ethical and legal issues and seeks to prevent problems and unprofessional conduct ● Aware of the obligation to confront peers and or organizations regarding ethical problems or issues and to deal proactively with conflict when addressing professional behavior with others |
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B. Awareness and Application of Ethical Decision Making

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| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Demonstrates the importance of an ethical decision model applied to practice</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, Informed consent, confidentiality, multiple relationships, and competence) ● Identifies potential conflicts between personal belief systems, APA ethics code and legal issues in practice | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Knows and applies an ethical decision-making model and is able to apply relevant elements of ethical decision making to a dilemma</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Uses an ethical decision-making model when discussing cases in supervision. ● Readily identifies ethical implications in cases and to understand the ethical elements in any present ethical dilemma or question ● Discusses ethical dilemmas and decision making in supervision, staffings, presentations, practicum settings | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Commitment to integration of ethics knowledge into professional work</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Applies applicable ethical principles and standards in professional writings and presentations ● Applies applicable ethics concepts in research design and subject treatment ● Applied ethics and professional concepts in teaching and training activities ● Develops strategies to seek consultation regarding complex ethical and legal dilemmas |
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C. Ethical Conduct

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| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Ethical attitudes and values evident in conduct</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Evidences desire to help others ● Demonstrates openness to new ideas ● Shows honesty/integrity/values ethical behavior ● Demonstrates personal courage consistent with ethical values of psychologists ● Displays a capacity for appropriate boundary management ● Implements ethical concepts into professional behavior | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Knowledge of own moral principles/ethical values integrated in professional conduct</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Articulates knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues ● Spontaneously discusses intersection of personal and professional ethical and moral issues. | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>independently and consistently integrates ethical and legal standards with all foundational and functional competencies</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Integrates an understanding of ethical-legal standards policy when performing all functional competencies ● Demonstrates awareness that ethical-legal-standards policy competence informs and is informed by all foundational competencies ● Takes responsibility for continuing professional development |
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Interdisciplinary systems –Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.
Developmental Level

A. Knowledge of the shared and distinctive contributions of other professions.

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| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals</p> | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems, intermediate level knowledge of common and distinctive roles of other professionals</p> | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Working knowledge of multiple and differing worldviews, professional standards, and contributions across contexts and systems, intermediate level knowledge of common and distinctive roles of other professionals</p> |
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| Behavioral Anchor: ● Demonstrates knowledge, respect, and valuing of roles, functions and service delivery systems of other professions | Behavioral Anchor: ● Reports observations of commonality and differences among professional roles, values, and standards | Behavioral Anchor: ● Demonstrates ability to articulate the role that others provide in service to clients ● Displays ability to work successfully on interdisciplinary team |
| B. Functioning in multidisciplinary and interdisciplinary contexts | | |
| Readiness for Practicum Essential Component: Cooperation | Readiness for Internship Essential Component: Beginning, knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning | Readiness for Entry to Practice Essential Component: Beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning, such as communicating without jargon, dealing effectively with disagreements about diagnosis or treatment goals, supporting and utilizing the perspectives of other team members |
| Behavioral Anchor: ● Demonstrates ability to cooperate with others in task completion | Behavioral Anchor: ● Demonstrates knowledge of the nature of interdisciplinary vs. multidisciplinary function and the skills that support interdisciplinary process. | Behavioral Anchor: ● Demonstrates skill in interdisciplinary clinical settings in working with other professionals to incorporate psychological information into overall team planning and implementation |
| C. Understands how participation in interdisciplinary collaboration/ consultation enhances outcomes | | |
| Readiness for Practicum Essential Component: Knowledge of how participating in interdisciplinary collaboration/ consultation can be directed toward shared goals | Readiness for Internship Essential Component: Participates in and initiates interdisciplinary collaboration/ consultation directed toward shared goals | Readiness for Entry to Practice Essential Component: Recognizes and engages in opportunities for effective collaboration with other professionals toward shared goals at an intermediate level of ability |
| Behavioral Anchor: ● Demonstrates understanding of concept | Behavioral Anchor: ● Consults with and cooperates with other disciplines in service of clients | Behavioral Anchor: ● Systematically collaborates successfully with other relevant partners |
| D. Respectful and productive relationships with individuals from other professions | | |
| Readiness for Practicum Essential Component: Awareness of the benefits of forming collaborative relationships with other professionals | Readiness for Internship Essential Component: Develops and maintains collaborative relationships and respect for other professionals | Readiness for Entry to Practice Essential Component: Develops and maintains collaborative relationships over time despite differences |
| Behavioral Anchor: ● Expresses interest in developing collaborative relationships and respect for other professionals | Behavioral Anchor: ● Communicates effectively with individuals from other profession | Behavioral Anchor: ● Communicates effectively with individuals from other professions ● Appreciates and integrates perspectives from multiple professions |
| Functional Competencies Assessment—Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations. Developmental Level | | |
| A. Measurement and Psychometrics | | |
| Readiness for Practicum Essential Component: Basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing | Readiness for Internship Essential Component: Selects assessment measures with attention to issues of reliability and validity | Readiness for Entry to Practice Essential Component: Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups and context |

(table continues)

Table 1 (continued)

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| <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates awareness of the benefits of standardized assessment ● Demonstrates knowledge of the construct(s) being assessed ● Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction | <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Identifies appropriate assessment measures for cases seen at practice site ● Routinely consults with supervisor regarding selection of assessment measures | <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates awareness and competent use of culturally sensitive instruments, norms ● Seeks consultation as needed to guide assessment ● Demonstrates limitations of assessment data clearly reflected in assessment reports |
| <p>B. Evaluation Methods</p> | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Accurately and consistently administers and scores various assessment tools in non-clinical (e.g. course) contexts ● Demonstrates knowledge of initial interviewing (both structured and semi-structured interviews, mini-mental status exam) | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates intermediate level ability to accurately and consistently select, administer, score and interpret assessment tools with client populations ● Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Accurately and consistently selects, administers, and scores and interprets assessment tools with clinical populations ● Selection of assessment tools reflects a flexible approach to answering the diagnostic questions ● Comprehensive reports include discussion of strengths and limitations of assessment measures as appropriate ● Interview and report leads to formulation of a diagnosis and the development of appropriate treatment plan |
| <p>C. Application of Methods</p> | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Knowledge of measurement across domains of functioning and practice settings</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information ● Demonstrates awareness of need for selection of assessment measures appropriate to population/ problem | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Selects appropriate assessment measures to answer diagnostic question</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Selects assessment tools that reflect awareness of patient population served at a given practice site ● Regularly selects and uses appropriate methods of evaluation ● Demonstrates ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise) | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Independently selects assessment tools that reflect awareness of client population served at practice site ● Interprets assessment results accurately taking into account limitations of the evaluation method ● Provides meaningful, understandable and useful feedback that is responsive to client need |
| <p>D. Diagnosis</p> | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity</p> | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity</p> | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity</p> |

(table continues)

Table 1 (continued)

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| Behavioral Anchor: ● Identifies DSM criteria | Behavioral Anchor: ● Articulates relevant developmental features and clinical symptoms as applied to presenting question | Behavioral Anchor: ● Treatment plans incorporate relevant developmental features and clinical symptoms as applied to presenting problem |
| ● Describes normal development consistent with broad area of training | ● Demonstrates ability to identify problem areas and to use concepts of differential diagnosis | ● Demonstrates awareness DSM and relation to ICD codes ● Regularly and independently identifies problem areas and makes a diagnosis |
| E. Conceptualization and Recommendations | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| Basic knowledge of formulating diagnosis and case conceptualization | Utilizes systematic approaches of gathering data to inform clinical decision-making | Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment |
| Behavioral Anchor: ● Demonstrates the ability to discuss diagnostic formulation and case conceptualization ● Prepares basic reports which articulate theoretical material | Behavioral Anchor: ● Presents cases and reports demonstrating how diagnosis is based on case material | Behavioral Anchor: ● Independently prepares reports based on ● Administers, scores and interprets test results ● Formulates case conceptualizations incorporating theory and case material |
| F. Communication of Findings | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| Awareness of models of report writing and progress notes | Writes assessment reports and progress notes | Communication of results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner |
| Behavioral Anchor: ● Demonstrates this knowledge including content and organization of test reports, mental status examinations, interviews | Behavioral Anchor: ● Writes a basic psychological report ● Demonstrates ability to communicate basic findings verbally ● Reports reflect data that has been collected via interview | Behavioral Anchor: ● Writes an effective comprehensive report ● Effectively communicates results verbally ● Reports reflect data that has been collected via interview and its limitations |
| Intervention–Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations. Developmental Level | | |
| A. Knowledge of Interventions | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| 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 | Knowledge of scientific, theoretical, empirical and contextual bases of intervention, including theory, research, and practice | Applies knowledge of evidence-based practice, including empirical bases of intervention strategies, clinical expertise, and client preferences |
| Behavioral anchor: ● Articulates the relationship of EBP to the science of psychology ● Identifies basic strengths and weaknesses of intervention approaches for different problems and populations | Behavioral Anchor: ● Demonstrates knowledge of interventions and explanations for their use based on EBP ● Demonstrates the ability to select interventions for different problems and populations related to the practice setting ● Investigates existing literature related to problems and client issues ● Writes a statement of one's own theoretical perspective regarding intervention strategies | Behavioral Anchor: ● Writes a case summary incorporating elements of evidence-based practice ● Presents rationale for intervention strategy that includes empirical support |

(table continues)

Table 1 (continued)

| B. Intervention planning | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Basic understanding of the relationship between assessment and intervention</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Articulates a basic understanding of how intervention choices are informed by assessment | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Formulates and conceptualizes cases and plan interventions utilizing at least one consistent theoretical orientation</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Articulates a theory of change and identifies interventions to implement change; as consistent with the AAPI ● Writes understandable case conceptualization reports and collaborative treatment plans incorporating evidence-based practices | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Independent intervention planning, including conceptualization and intervention planning specific to case and context</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Accurately assesses presenting issues taking in to account the larger life context, including diversity issues ● Conceptualizes case independently and accurately ● Independently selects an intervention or range of interventions appropriate for the presenting issue(s) |
| C. Skills | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Basic helping skills</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates helping skills, such as empathic listening, framing problems | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Clinical skills</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Develops rapport with most clients ● Develops therapeutic relationships ● Demonstrates appropriate judgment about when to consult supervisor | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Clinical skills and judgment</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Develops rapport and relationships with wide variety of clients ● Uses good judgment about unexpected issues, such as crises, use of supervision, confrontation ● Effectively delivers intervention |
| D. Intervention Implementation | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Basic knowledge of intervention strategies</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Articulates awareness of theoretical basis of intervention and some general strategies | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Implements evidence-based interventions that take into account empirical support, clinical judgment, and client diversity (e.g., client characteristics, values, and context)</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Applies specific evidence-based interventions ● Presents case that documents application of evidence-based practice | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Independently and effectively implements a typical range of intervention strategies appropriate to practice setting ● Independently recognizes and manages special circumstances ● Terminates treatment successfully ● Collaborates effectively with other providers or systems of care |
| E. Progress evaluation | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Basic knowledge of the assessment of intervention progress and outcome</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates basic knowledge of methods to examine intervention outcomes | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Evaluate treatment progress and modify treatment planning as indicated, utilizing established outcome measures</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Assesses and documents treatment progress and outcomes ● Alters treatment plan accordingly ● Describes instances of lack progress and actions taken in response. | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Evaluate treatment progress and modify planning as indicated, even in the absence of established outcome measures</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Independently assesses treatment effectiveness & efficiency ● Critically evaluates own performance in the treatment role ● Seeks consultation when necessary <p style="text-align: right;"><i>(table continues)</i></p> |

Table 1 (continued)

Consultation-The ability to provide expert guidance or professional assistance in response to a client's needs or goals.
Developmental Level

| A. Role of Consultant | | |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Readiness for Practicum Essential Component: No expectation for pre-practicum level | Readiness for Internship Essential Component: Knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher). Behavioral Anchor: <ul style="list-style-type: none"> ● Articulates common and distinctive roles of consultant ● Compares and contrast consultation, clinical and supervision roles | Readiness for Entry to Practice Essential Component: Determines situations that require different role functions and shift roles accordingly Behavioral Anchor: <ul style="list-style-type: none"> ● Recognizes situations in which consultation is appropriate ● Demonstrates capability to shift functions and behavior to meet referral needs |
| B. Addressing Referral Question | | |
| Readiness for Practicum Essential Component: No expectation for prepracticum level | Readiness for Internship Essential Component: Knowledge of and ability to select appropriate means of assessment to answer referral questions Behavioral Anchor: <ul style="list-style-type: none"> ● Implements systematic approach to data collection in a consultative role ● Identifies sources and types of assessment tools | Readiness for Entry to Practice Essential Component: Knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question Behavioral Anchor: <ul style="list-style-type: none"> ● Demonstrates ability to gather information necessary to answer referral question ● Clarifies and refines referral question based on analysis/assessment of question |
| C. Communication of Findings | | |
| Readiness for Practicum Essential Component: No expectation for prepracticum level | Readiness for Internship Essential component: Identifies literature and knowledge about process of informing consultee of assessment findings Behavioral Anchor: <ul style="list-style-type: none"> ● Identifies appropriate approaches and processes for providing written and verbal feedback and recommendation to consultee | Readiness for Entry to Practice Essential Component: Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations Behavioral Anchor: <ul style="list-style-type: none"> ● Prepares clear, useful consultation reports and recommendations to all appropriate parties ● Provides verbal feedback to consultee of results and offers appropriate recommendations |
| D. Application of Methods | | |
| Readiness for Practicum Essential Component: No expectation for prepracticum level | Readiness for Internship Essential Component: Identifies and acquires literature relevant to unique consultation methods (assessment & Intervention) within systems, clients or settings Behavioral Anchor: <ul style="list-style-type: none"> ● Identifies appropriate interventions based on consultation assessment findings | Readiness for Entry to Practice Essential Component: Applies literature to provide effective consultative services (assessment & intervention) in most routine and some complex cases Behavioral Anchor: <ul style="list-style-type: none"> ● Identifies and implements consultation interventions based on assessment findings ● Identifies and implements consultation interventions that meet consultee goals |

(table continues)

Table 1 (continued)

| Research/evaluation-Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities. Developmental Level | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A. Scientific Approach to Knowledge Generation | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| Basic scientific mindedness, critical thinking | Development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology | Generation of knowledge |
| Behavioral Anchor: | Behavioral Anchor: | Behavioral Anchor |
| <ul style="list-style-type: none"> ● Demonstrates understanding that psychologists evaluate the effectiveness of their professional activities ● Open to scrutiny of one’s work by peers and faculty | <ul style="list-style-type: none"> ● Demonstrates understanding of research methods and techniques of data analysis ● Demonstrates research and scholarly activity, which may include presentations at conferences; participation in research teams; submission of manuscripts for publication ● Demonstrates being a critical consumer of research | <ul style="list-style-type: none"> ● Engages in systematic efforts to increase the knowledge base of psychology through implementing and reviewing research ● Uses methods appropriate to the research question, setting and/or community ● Consults and partners with community stakeholders when conducting research in diverse communities |
| B. Application of Scientific Method to Practice | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| No expectations for prepracticum level | Essential Component: | Essential Component: |
| | Apply scientific methods to evaluating own practice | Evaluation of outcomes |
| | Behavioral Anchor: | Behavioral Anchor: |
| | <ul style="list-style-type: none"> ● Discusses evidence based practices ● Compiles and analyzes data on own clients (outcome measurement) ● Participates in program evaluation | <ul style="list-style-type: none"> ● Evaluates the progress of own activities and uses this information to improve own effectiveness ● Describes how outcomes are measured in each practice activity |
| Supervision-Supervision and training in the professional knowledge base and of evaluation of the effectiveness of various professional activities. Developmental Level | | |
| A. Expectations and Roles | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| Basic knowledge of expectations for supervision | Knowledge of purpose for and roles in supervision | Understands complexity of the supervisor role including ethical, legal, and contextual issues |
| Behavioral Anchor: | Behavioral Anchor: | Behavioral Anchor: |
| <ul style="list-style-type: none"> ● Demonstrates knowledge of the process of supervision | <ul style="list-style-type: none"> ● Identifies roles and responsibilities of the supervisor and supervisee in the supervision process | <ul style="list-style-type: none"> ● Articulates a philosophy or model of supervision and reflects on how this model is applied in practice, including integrated contextual, legal, and ethical perspectives |
| B. Processes and Procedures | | |
| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: | Essential Component: | Essential Component: |
| Knowledge of the | Knowledge of procedures and processes of supervision | Knowledge of procedures and practices of supervision |
| Behavioral Anchor: | Behavioral Anchor: | Behavioral Anchor: |
| <ul style="list-style-type: none"> ● Demonstrates basic knowledge of supervision models and practice | <ul style="list-style-type: none"> ● Identifies goals and tasks of supervision related to developmental progression ● Tracks progress achieving goals and setting new goals | <ul style="list-style-type: none"> ● Prepares supervision contract ● Demonstrates knowledge of limits of competency to supervise (assesses metacompetency) ● Constructs plans to deal with areas of limited competency |

(table continues)

Table 1 (continued)

| C. Skills Development | | |
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| <p>Readiness for Practicum</p> <p>Essential Components</p> <p>Interpersonal skills of communication and openness to feedback</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Completes self-assessment (e.g., Hatcher & Lassiter, 2006) ● Integrates faculty/supervisor feedback into self-assessment | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Knowledge of the supervision literature and how clinicians develop to be skilled professionals</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Successfully completes coursework on supervision ● Demonstrates formation of supervisory relationship integrating theory and skills including knowledge of development, educational praxis | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Clearly articulates how to use supervisory relationships to leverage development of supervisees and their clients |
| D. Awareness of factors affecting quality | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>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</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates basic knowledge of literature on individual and cultural differences and engages in respectful interactions that reflect that knowledge | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Knowledge about the impact of diversity on all professional settings and supervision participants including self as defined by APA policy; beginning knowledge of personal contribution to therapy and to supervision</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates knowledge of ICD literature and APA guidelines in supervision practice ● Demonstrates awareness of role of oppression and privilege on supervision process | <p>Readiness for Entry to Practice</p> <p>Essential component:</p> <p>Understanding of other individuals and groups and intersection dimensions of diversity in the context of supervision practice, able to engage in reflection on the role of one's self on therapy and in supervision</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates integration of diversity and multiple identity aspects in conceptualization of supervision process with all participants (client(s), supervisee, supervisor) ● Demonstrates adaptation of own professional behavior in a culturally sensitive manner as appropriate to the needs of the supervision context and all parties in it ● Articulates and uses diversity appropriate repertoire of skills and techniques in supervisory process ● Identifies impact of aspects of self in therapy and supervision |
| E. Participation in Supervision Process | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Awareness of need for straightforward, truthful, and respectful communication in supervisory relationship</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates willingness to admit errors, accept feedback | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Observation of and participation in supervisory process (e.g., peer supervision)</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Reflects on supervision process, areas of strength and those needing improvement ● Seeks supervision to improve performance, presenting work for feedback, and integrating feedback into performance | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Provides supervision independently to others in routine cases</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Provides supervision to less advanced trainees, peers or other service providers in typical cases appropriate to the service setting |
| F. Ethical and Legal Issues | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Knowledge of principles of ethical practice and basic skills in supervisory ethical decision making, knowledge of legal and regulatory issues in supervision</p> | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>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</p> | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Command of and application of relevant ethical, legal, and professional standards and guidelines</p> |

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Table 1 (continued)

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| Behavioral Anchor: ● Demonstrates understanding of this knowledge (e.g., APA 2002 ethical principles) | Behavioral Anchor: ● Behaves ethically ● Recognizes ethical and legal issues in clinical practice and supervision | Behavioral Anchor: ● Spontaneously and reliably identifies complex ethical and legal issues in supervision, and analyzes and proactively addresses them ● Demonstrates awareness of potential conflicts in complex ethical and legal issues in supervision |
| Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology. Developmental Level | | |
| A. Knowledge | | |
| Readiness for Practicum Essential Component: Awareness of theories of learning and how they impact teaching | Readiness for Internship Essential Component: Knowledge of didactic learning strategies and how to accommodate developmental and individual differences | Readiness for Entry to Practice Essential Component: Knowledge of outcome assessment of teaching effectiveness |
| Behavioral Anchor ● Observes differences in teaching styles and need for response to different learning skills | Behavioral Anchor: ● Demonstrates knowledge of one learning strategy ● Demonstrates clear communication skills | Behavioral Anchor: ● Demonstrates knowledge of one technique of outcome assessment ● Demonstrates knowledge of methodological considerations in assessment of teaching effectiveness |
| B. SKILLS | | |
| Readiness for Practicum Essential Component: Knowledge of application of teaching methods | Readiness for Internship Essential Component: Application of teaching methods in multiple settings | Readiness for Entry to Practice Essential Component: Evaluation of effectiveness of learning/teaching strategies addressing key skill sets |
| Behavioral Anchor: ● Demonstrates example of application of teaching method ● Demonstrates ability to organize and present information related to a topic | Behavioral Anchor: ● Identifies and differentiates factors for implementing particular teaching methods ● Demonstrates accommodation to diverse others (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 ● Introduces innovation/creativity into application of teaching method | Behavioral Anchor: ● Demonstrates strategy to evaluate teaching effectiveness of targeted skill sets ● Articulates concepts to be taught and research/empirical support ● Utilizes evaluation strategy to assess learning objectives met ● Integrates feedback to modify future teaching strategies |
| Management-administration -Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA). Developmental Level | | |
| A. Management | | |
| Readiness for Practicum Essential Component: Awareness of roles of management in organizations | Readiness for Internship Essential Component: Participates in management of direct delivery of professional services; responds appropriately in management hierarchy | Readiness for Entry to Practice Essential Component: Manages direct delivery of professional services; awareness of basic principles of resource allocation and oversight |
| Behavioral Anchor: ● Articulates understanding of management role in own organization(s) | Behavioral Anchor: ● Responds appropriately to managers and subordinates ● Manages DDS under supervision, e.g., scheduling, billing, maintenance of records ● identifies responsibilities, challenges, and processes of management | Behavioral Anchor: ● Independently and regularly manages and evaluates own DDS, identifying opportunities for improvement. ● Recognizes role of and need for clerical and other staff, role of human resources |

(table continues)

Table 1 (continued)

| B. Administration | | |
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| <p>Readiness for Practicum</p> <p>Essential component:</p> <p>Awareness of the functions of policies and procedures, ability to comply with regulations</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Completes assignments by due dates ● Complies with relevant regulations ● Responds appropriately to direction provided by managers | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Articulates approved organizational policies and procedures ● Completes reports and other assignments promptly ● Complies with record-keeping guidelines ● Demonstrates understanding of quality improvement (QI) procedures in direct delivery of services basic management of direct services, QI procedures | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Awareness of principles of policy and procedures manual for OPA, awareness of basic business, financial and fiscal management issues;</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Responds promptly to organizational demands ● Participates in the development of policies ● Functions within budget ● Negotiates and collects fees, pays bills ● Uses technological resources for information management. ● Identifies resources needed to develop a basic business plan |
| C. Leadership | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>No expectations for prepracticum level</p> | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Recognition of own role in creating policy, participation in system change, and management structure</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Articulates agency mission and purpose and its connection to goals and objectives ● Implements procedures to accomplish goals and objectives | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Development of mission, goal-setting, implementing systems to accomplish goals and objectives; team-building and motivational skills</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Develops mission or purpose of DDS and/or OPA ● Provides others with face to face and written direction ● Demonstrates capacity to develop system for evaluating supervisees/ staff/employees ● Communicates appropriately to parties at all levels in the system |
| D. Evaluation of Management and Leadership | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Autonomous judgment of organization's management and leadership</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Applies theories of effective management and leadership to form an evaluation of organization | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Able to develop and prepared to offer constructive criticism and suggestions regarding management and leadership of organization</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Identifies strengths and weaknesses of management and leadership or organization ● Provides input appropriately, participates in organizational assessment | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Develops own plans for how best to manage and lead an organization</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Articulates steps and actions to be effective manager or leader appropriate to the specifics of the organization |
| <p>Advocacy—Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.</p> | | |
| Developmental Level | | |
| A. Empowerment | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>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</p> | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision</p> | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Intervenes with client to promote action on factors impacting development and functioning</p> |

(table continues)

Table 1 (continued)

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| <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Articulates social, political, economic or cultural factors that may impact on human development and functioning | <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Identifies specific barriers to client improvement, e.g., lack of access to resources ● Assists client in development of self-advocacy plans | <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Promotes client self-advocacy ● Assesses implementation and outcome of client's self-advocacy plans |
| <p>B. Systems Change</p> | | |
| <p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Understanding the differences between individual and institutional level interventions and system's level change</p> | <p>Readiness for Internship</p> <p>Essential Component:</p> <p>Promotes change to enhance the functioning of individuals</p> | <p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Promotes change at the level of institutions, community, or society</p> |
| <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Articulates role of therapist as change agent outside of direct patient contact | <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Identifies target issues/agencies most relevant to specific issue ● Formulates and engages in plan for action ● Demonstrates understanding of appropriate boundaries and times to advocate on behalf of client | <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Develops alliances with relevant individuals and groups ● Engages with groups with differing viewpoints around issue to promote change |