Core Competencies of Clinical Psychology

Graduate Students Must Meet These Competencies at the "Meets Expectations" Level or Better

Foundational Competencies

Reflective Practice/Self-Assessment: Practices within the boundaries of competencies; demonstrates commitment to lifelong learning; engages with scholarship; capable of critical thinking; demonstrates a commitment to the development of the profession
- Reflective Practice
- Self-Assessment and Self-Care
- Professionalism

Scientific method: Demonstrates a respect for scientifically derived knowledge; understands research and research methodology; understands biological bases of behavior, cognitive-affective bases of behavior, and lifespan human development
- Scientific Mindedness
- Knowledge

Relationships: Demonstrates capacity to relate effectively and meaningfully with individuals, groups, and/or communities
- Interpersonal Relationships
- Intra-disciplinary Relationships

Individual/Cultural diversity: Awareness and sensitivity in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics.
- Self-Awareness
- Applied Knowledge

Ethical/Legal Standards: Application of ethical concepts and awareness of legal issues regarding professional activities individuals, groups, and organizations. Advocating for the profession.
- Knowledge
- Ethical Conduct (including application of ethical decision making)

Interdisciplinary Systems: Professional and competent cooperation with colleagues and peers in related disciplines.
- Understanding the shared and distinctive contributions of other professions
- Knowledge of key issues and concepts related to the work of other professionals.
- Respectful and productive relationships with individuals from other professions.

Functional Competencies

Psychological Evaluation: assessment, diagnosis and conceptualization of problems and issues of individuals, groups, and/or organizations
- Diagnostic and conceptualization skills
- Formal assessment skills
  - Interview
  - Tests/Measurements
  - Integration
  - Report writing/Communication skills

Psychological Interventions: interventions designed to alleviate suffering and to promote health and well-being
- Knowledge of Interventions
- Intervention planning

- Intervention Implementation
- Progress evaluation

Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.
- Role Knowledge
- Addressing Referral Question

Research/evaluation: The generation of research that contributes to the scientific knowledge base and/or evaluates the effectiveness of various professional activities
- Scientific Approach to Knowledge Generation
- Application of Scientific Method to Practice

Supervision: Supervision and training of professionals
- Knowledge of models and approaches
- Knowledge of ethical and legal issues
- Awareness of factors affecting quality of supervision

(Optional) Teaching: Demonstrates rudimentary understanding of teaching theories, and has gained some relevant experience in teaching.
- Knowledge of models and approaches
- Proficiency

Possible Sources of Evaluation

- course performance
- curriculum-related scholarly products (e.g., coursework papers, proposals, contributions to discussions, test performance)
- scholarly work products (e.g., presentations, critiques of manuscripts, peer review of presentations)
- observation of ethical and culturally-sensitive behaviors and decision making in professional activities
- successful completion of coursework
- demonstrates ethical understanding and behavior in research
- successful completion of coursework
- extra-curricular scholarly experiences (e.g., publications, presentations, papers)
- performance on master's, DQE and dissertation
- assessment of student's ability to think scientifically about cases
- discussion of clinical case vignettes
- case presentations
- performance in interviews
- in vivo observation
- performance and behaviors in coursework
- quality assurance review of clinical documentation
- review of case conceptualization report
- simulations and/or role plays in courses and evaluation milestones
- supervisory evaluation

FOUNDATIONAL COMPETENCIES

COMPETENCY: Reflective Practice/Self-Assessment -- Practices within the boundaries of competencies; demonstrates commitment to lifelong learning; engages with scholarship; capable of critical thinking; demonstrates a commitment to the development of the profession)

____ Does not meet expectations   ____ Meets expectations   ____ Exceeds expectations

Minimally competent, but does not meet expectations	Meets or exceeds expectations

Reflective Practice

Willing to consider one's own material	General self-awareness, self-assessment and self-monitoring skills
Basic mindfulness and self-awareness	Reflective regarding professional practice
Engages in critical thinking	Aware of own attitudes, values, and beliefs toward diverse others
Demonstrates intellectual curiosity and flexibility	Self-assessment congruent with assessment by peers/supervisors
Able and willing to self-disclose personal material in appropriate fashion	Describes how others experience him/her
	Regularly reviews own professional performance

Self-Assessment and Self-Care

Emerging self-assessment capacity regarding competencies	Accurate self-assessment
Understanding of importance of and attention to self-care	Willingness to acknowledge and correct errors
Demonstrates willingness and ability to consider one's own motives, attitudes, behaviors	Accepts and uses feedback effectively
Understands one's effect on others	Understands importance of self-care to effective practice
Awareness of clinical competencies necessary for professional training	Identifies areas requiring further professional growth
	Reviews professional performance via videotape or other technology

Professionalism

Beginning understanding of professionalism	Emerging professional identity as psychologist
Demonstrates personal organization skills, timeliness	Uses resources for professional development
Demonstrates appropriate personal hygiene, and appropriate dress	Summarizes literature relevant to client care
Demonstrates knowledge about practicing within one's competence	Accurately documents in progress notes
	Actively participates in supervision process.

COMPETENCY: Scientific method -- Demonstrates a respect for scientifically derived knowledge; understands research and research methodology; understands biological bases of behavior, cognitive-affective bases of behavior, and lifespan human development.

____ Does not meet expectations   ____ Meets expectations   ____ Exceeds expectations

Minimally competent, but does not meet expectations	Meets or exceeds expectations

Scientific Mindedness

Critical scientific thinking	Values and applies scientific methods to professional practice
Able to perform scientific critique of literature	Articulates issues derived from the literature in supervision and case conference
Able to evaluate study methodology and scientific basis of findings	
Willing to present work for the scrutiny of others	Formulates appropriate questions regarding case conceptualization
	Generates hypotheses regarding own contribution to therapeutic process and outcome
	Able to perform scientific critique of literature
	Able to evaluate study methodology and scientific basis of findings

Knowledge

Understanding of psychology as a science	Knowledge of core science
Demonstrate understanding psychology as a science including basic knowledge of the breadth of scientific psychology	Demonstrate knowledge of and respect for scientific bases of behavior
Able to evaluate scholarly literature on a topic	

COMPETENCY: Relationships -- Demonstrates capacity to relate effectively and meaningfully with individuals, groups, and/or communities

____ Does not meet expectations   ____ Meets expectations   ____ Exceeds expectations

Minimally competent, but does not meet expectations	**Meets or exceeds expectations**

Interpersonal Relationships

Listens and is emphatic with others	Involved in departmental, institutional, or professional activities or governance
Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc.	Forms effective working alliance with clients
Demonstrates skills verbally and non-verbally.	Forms effective working alliance with supervisors
Open to feedback	Engages with peers

Intradisciplinary Relationships

Intradisciplinary respect	Knowledge regarding professional relationships, norms and culture, including establishing and maintaining appropriate professional demeanor and boundaries
Demonstrates respectful and collegial interactions with those who have different professional models or perspectives than own	Adheres to ethical standards and institutional policies and procedures

COMPETENCY: Individual/Cultural Diversity -- Awareness and sensitivity in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics

____ Does not meet expectations   ____ Meets expectations   ____ Exceeds expectations

Minimally competent, but does not meet expectations	Meets or exceeds expectations

Self-Awareness

Knowledge, awareness, and understanding of one's own situation relative to dimensions of individual and cultural diversity (ICD)	Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation
	Understands and monitors own cultural identities in relation to work with others
	Able to use knowledge of self to monitor effectiveness as a professional
	Critically evaluates feedback and initiates supervision regularly about diversity issues

Applied Knowledge

Understands 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
Demonstrates basic knowledge of literatures on individual and cultural differences	Demonstrates knowledge of ICD literature and APA policies (e.g., Multicultural, LGB)
Engages in respectful interactions	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

COMPETENCY: Ethical-legal standards-policy -- Application of ethical concepts and awareness of legal issues regarding professional activities individuals, groups, and organizations. Advocating for the profession.

____ Does not meet expectations   ____ Meets expectations   ____ Exceeds expectations

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Knowledge

Basic knowledge of the principles of the APA Ethical Principles and Code of Conduct demonstrated through related applied coursework (e.g. multicultural, pre-practicum, seminars) and class discussion of professional constructs of ethical implications Rudimentary knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting. Demonstrates knowledge of major legal issues (e.g., child abuse reporting, HIPAA, Confidentiality, Informed Consent) through test performance and discussion	Working 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 Behaves ethically 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

Ethical Conduct (including application of ethical decision making)

Displays ethical attitudes and values; recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, Informed consent, confidentiality, multiple relationships, and competence) Desire to help others Openness to new ideas Honesty/integrity/values ethical behavior Personal courage Demonstrates a capacity for appropriate boundary management Implements ethical concepts into professional behavior	Displays knowledge of own moral principles/ethical values Knows and applies an ethical decision- making model and is able to apply relevant elements of ethical decision making to a dilemma Able to articulate 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.

COMPETENCY: Interdisciplinary systems -- Professional and competent cooperation with colleagues and peers in related disciplines.

____ Does not meet expectations   ____ Meets expectations   ____ Exceeds expectations

Minimally competent, but does not meet expectations	Meets or exceeds expectations

Understanding the shared and distinctive contributions of other professions

Beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals Demonstrates knowledge and valuing of roles, functions and service delivery systems of other professions	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 Reports observations of commonality and differences among professional roles, values, and standards

Knowledge of key issues and concepts related to the work of other professionals.

Beginning, basic knowledge of the principles of interdisciplinary vs. multidisciplinary functioning Demonstrates knowledge of the nature of interdisciplinary vs. multidisciplinary function and the conceptual differences between them.	Beginning, knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning Demonstrates knowledge of the nature of interdisciplinary vs. multidisciplinary function and the skills that support interdisciplinary process.

Respectful and productive relationships with individuals from other professions.

Demonstrates knowledge of how participating in interdisciplinary collaboration/ consultation can be directed toward shared goals; a Demonstrates awareness of the benefits of forming collaborative relationships with other professionals Demonstrates understanding of concept in coursework	Able to participate in and initiate interdisciplinary collaboration/ consultation directed toward shared goals Able to develop and maintain, where appropriate, collaborative relationships and respect for other professionals Consults with and cooperates with other disciplines in service of clients

FUNCTIONAL COMPETENCIES

COMPETENCY: Psychological Evaluation -- Assessment, diagnosis and conceptualization of problems and issues of individuals, groups, and/or organizations

____ Does not meet expectations   ____ Meets expectations   ____ Exceeds expectations

Minimally competent, but does not meet expectations	Meets or exceeds expectations

Diagnostic and Conceptualization Skills

Basic knowledge of formulating diagnosis and case conceptualization Demonstrates the ability to discuss diagnostic formulation and case conceptualization Prepare basic reports which articulate theoretical material	Able to utilize systematic approaches of gathering data to inform clinical decision-making Prepares reports that incorporate material from client Presents cases and reports demonstrating how diagnosis is based on case material

Formal Assessment Skills
   (1) Interview

Knowledge of the models and techniques of clinical interviewing and mental status exam Demonstrates knowledge of initial interviewing (both structured and semi-structured interviews, mini- mental status exam), treatment planning, goal setting, relationship building	Knowledge of the principles and practice of systematic interviewing, data gathering and the interpretation data pursuant to the presenting problem Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams

   (2) Tests/Measurements

Basic knowledge of administration and scoring of traditional assessment measures Accurately and consistently administer and score various assessment tools in non-clinical (e.g. course) contexts	Awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances Accurately and consistently selects, administers, and scores and interprets assessment tools with clinical populations

   (3) Integration

Knowledge of where assessment methods are similar and different across practice sites Demonstrates awareness of need for selection of assessment measures appropriate to population/problem	Displays knowledge of assessment tools appropriate to training site Selects assessment tools that reflect awareness of patient population served at a given practice site

   (4) Report Writing/Communication of Results

Awareness of models of report writing and progress notes Demonstrates this knowledge including content and organizations of test reports, mental status examinations, interviews	Able to write assessment reports and progress notes Able to write a basic psychological report

COMPETENCY: Psychological Interventions -- Interventions designed to alleviate suffering and to promote health and well-being

____ Does not meet expectations   ____ Meets expectations   ____ Exceeds expectations

Minimally competent, but does not meet expectations	Meets or exceeds expectations

Knowledge of Interventions

Basic knowledge of scientific, theoretical, and contextual bases of intervention and basic knowledge of the value of evidence-based practice and it's role in scientific psychology Able to articulate the relationship of EBPP to the science of psychology Identify basic strengths and weaknesses of intervention approaches for different problems and populations related to the practice setting	Knowledge of scientific, theoretical, empirical and contextual bases of intervention, including psychotherapy theory, research, and practice Presents comprehensive presentation of case, including video or audio of work with client Ongoing research on and integration of client issues Write a statement of one's theoretical perspective consistent with that required for AAPI Successful performance of intervention component of doctoral comprehensive examinations

Intervention planning

Basic understanding of the relationship between assessment and intervention Articulate a basic understanding of how intervention choices are informed by assessment	Able to formulate and conceptualize cases and plan interventions utilizing at least one consistent theoretical orientation 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 Successful completion of intervention component doctoral comprehensive examinations

Intervention Implementation

Basic understanding of evidence- based interventions	Able to implement evidence- based interventions that take into account empirical support, clinical judgment, and client diversity (e.g., client characteristics, values, and context) Apply specific evidence-based interventions

Progress evaluation

Basic knowledge of the assessment of intervention progress and outcome Demonstration of basic knowledge of methods to examine intervention outcomes	Evaluate treatment progress and modify treatment planning as indicated, utilizing established outcome measures Assesses and documents treatment progress and outcomes Alterations in treatment plan are made accordingly Describes instances of lack progress and actions taken in response.

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

____ Does not meet expectations   ____ Meets expectations   ____ Exceeds expectations

Minimally competent, but does not meet expectations	Meets or exceeds expectations

Role Knowledge

Knowledge of the consultant's role	Knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher).
	Articulating common and distinctive roles of consultant
	Able to compare and contrast consultation, clinical and supervision roles

Addressing Referral Question

Knowledge of meaning of "referral question"	Knowledge of and ability to select appropriate means of assessment to answer referral questions
	Able to implement systematic approach to data collection in a consultative role

COMPETENCY: Research/evaluation -- The generation of research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities

____ Does not meet expectations   ____ Meets expectations   ____ Exceeds expectations

Minimally competent, but does not meet expectations	Meets or exceeds expectations

Scientific Approach to Knowledge Generation

Basic scientific mindedness, critical thinking Understanding of research contributions to the professional knowledge base Understanding that psychologists evaluate the effectiveness of their professional activities Openness to subjecting one's work to the scrutiny of peers and faculty.	Development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology. Successful completion of comprehensive doctoral examinations Successful proposal of thesis, or dissertation Research and scholarship activity, which may include presentations at conferences; participation in research teams; submission of manuscripts for publication Being a critical consumer of research

Application of Scientific Method to Practice

	Apply scientific methods to evaluating own practice
	Discussion of evidence based practices
	Compile and analyze data on own clients (outcome measurement)
	Participates in program evaluation

COMPETENCY: Supervision -- Supervision and training of professionals

____ Does not meet expectations   **____ Meets expectations**   **____ Exceeds expectations**

Minimally competent, but does not meet expectations	Meets or exceeds expectations

Knowledge of models and approaches

Basic knowledge of expectations for supervision	Knowledge of purpose, roles and goals of supervision.
Demonstrates basic knowledge of supervision	Successful completion of supervision coursework
Students know their roles and responsibilities in the process	Successful completion of practicum placements supervision
Students are able to engage in goal setting with respect to practicum	Successful completion of doctoral comprehensive examinations

Ethical and Legal Issues

Knowledge of principles of ethical practice and basic skills in supervisory ethical decision making, knowledge of legal and regulatory issues in supervision Demonstration of understanding of this knowledge (e.g., APA 2002 ethical principles; one ethical decision making model	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 Supervisee behaves ethically Recognition of ethical issues, dilemmas, in clinical practice Brings identified ethical and legal issues to supervisor's attention

Awareness of factors affecting quality of supervision

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 Demonstrates basic knowledge of literature on individual and cultural differences and engages in respectful supervisory interactions that reflect that knowledge	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 Discussion of multiple identities in case presentations and impact of these on treatment planning Demonstrates knowledge of ICD literature and APA guidelines in supervision practice Demonstrates awareness of role of oppression and privilege on supervision process Completion of cases and supervision in practica with evidence of knowledge of relationships and contribution of beliefs and values

COMPETENCY: Teaching -- Demonstrates rudimentary understanding of teaching theories; has gained some relevant experience in teaching.

____ Does not meet expectations   ____ Meets expectations   ____ Exceeds expectations

Minimally competent, but does not meet expectations	Meets or exceeds expectations

Knowledge of models and approaches

Basic knowledge of teaching theories	Advanced understanding of teaching theories
Basic understanding of didactic strategies	Demonstrates understanding of appropriate application of different teaching strategies
Understanding of different learning styles	
Understanding of basic course management skills, including grading, leading discussion, and handling difficulties	Demonstrates accommodation to individual and developmental differences
	Able to articulate concepts to be taught, including potential difficulties that might be experienced by students trying to master concepts

Proficiency

Demonstrates good communication skills	Has taught course independently with excellent reviews
Has been TA for several courses	Has participated in MU's PFF
Has taught course independently, with good reviews	Demonstrates strategy to evaluate teaching effectiveness
Demonstrates professional, supportive and effective relationships with students	Demonstrates evaluation strategy to assess learning objectives met
Manages course requirements, such as grades and discussion sections, proficiently	