APPENDIX 1: Profession-Wide Competencies

Note: Course passed = grade of B- or better; Comprehensive Exam/Exams passed = score of 3 or higher

1. Research

Competencies

Trainees are expected to:

a. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base;

b. Conduct research or other scholarly activities; and

c. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

d. FOR INTERNS: Demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

Minimum Thresholds for Achievement

By End of Program

a. CPSY 613 - Introduction to Counseling Psychology course passed. This course exposes students to research in counseling psychology. Students also engage in critique of research literatures from a multicultural perspective and address phenomena of privilege, power, worldviews, and self- and other-awareness as they relate to the practice of research.

b. CPSY 607 – Doctoral Research Seminar course passed. This course is designed for core faculty advisors to support student research development, integration of science and practice, collaborate with students on research projects, provide and receive feedback on programmatic milestones, and support students’ professional identify development as health service psychologists.

c. Specialty Area Project (SAP) Research Paper completed. This project is an empirical research paper of publishable quality, a grant proposal to a federally funded granting agency, or students with extensive experience conducting data collection/analysis/empirical research may write a critical scholarly literature review that is of publishable quality, as evaluated by the advisor and a second core faculty member.


e. Dissertation proposal defended.
f. Dissertation defended.
g. Presented one conference paper.

Yearly Evaluation

a. Practicum/Externship(s) evaluations meet competency – Research
b. Satisfactory evaluation by program faculty

2. Ethics and Legal Standards

Competencies

Trainees are expected to be knowledgeable of, and act in accordance with, each of the following:

a. The current version of the APA Ethical Principles of Psychologists and Code of Conduct;
b. Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels;
c. Relevant professional standards and guidelines;
d. Recognize ethical dilemmas as they arise and apply ethical decision-making processes to resolve the dilemmas; and
e. Conduct self in an ethical manner in all professional activities.

Minimum Thresholds for Achievement

By End of Program

a. CPSY 612 - Professional Ethics and Discussion Lab course passed. This course exposes students to the current ethics code and incorporates exercises in which they work through ethical dilemmas by using decision-making models.
b. CITI Certification completed
c. Ethics Oral Exam passed

Yearly Evaluation

a. Practicum/Externship(s) evaluations meet competency – Ethics and Legal Standards
b. Satisfactory evaluation by program faculty

3. Individual and Cultural Diversity

Competencies

Trainees are expected to:
a. Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
b. Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service;
c. Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered during the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own; and
d. Demonstrate the requisite knowledge base and ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.
e. FOR INTERNS: Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship.

Minimum Thresholds for Achievement

By End of Program

a. CPSY 615 - Counseling Diverse Populations course passed. This course exposes students to the latest literature in multicultural diversity and social justice topics and uses discussion to facilitate student exploration and reflection on their own identities.
b. CPSY 613 - Introduction to Counseling Psychology course passed. This course exposes students to counseling psychology scholarship on multiculturalism and multicultural competencies as part of professional lifelong learning.
c. Diversity/Multicultural I Comprehensive Exam passed. In this scholarly paper students use the ADDRESSING framework (Hays, 2001) to describe their multicultural identity by using relevant theory and illustrative examples from their research and clinical experience that support the self-assessment, and engage in critical self-reflection about development of their multicultural competencies, including strengths and areas for growth.
d. Diversity/Multicultural II essay completed. Students are required to submit their APPIC internship essay that describes their multicultural development, competencies, and practice to their advisors for review prior to completing their APPIC internship applications.

Yearly Evaluation
a. Practicum/Externship(s) evaluations meet competency – Individual and Cultural Diversity
b. Satisfactory evaluation by program faculty
4. Professional Values, Attitudes, and Behavior

Competencies

Trainees are expected to:
   a. Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others;
   b. Engage in self-reflection regarding one’s personal and professional functioning;
   c. Engage in activities to maintain and improve performance, well-being, and professional effectiveness;
   d. Actively seek and demonstrate openness and responsiveness to feedback and supervision; and
   e. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

Minimum Thresholds for Achievement

Yearly Evaluation

   a. Practicum/Externship(s) evaluations meet competency – Professional Values, Attitudes, and Behavior
   b. Satisfactory evaluation by program faculty

5. Communication and Interpersonal Skills

Competencies

Trainees are expected to:
   a. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services;
   b. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated;
   c. Demonstrate a thorough grasp of professional language and concepts; and
   d. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

Minimum Threshold for Achievement

Yearly Evaluation

   a. Practicum/Externship(s) evaluations meet competency – Communication and Interpersonal Skills
b. Satisfactory evaluation by program faculty

6. Assessment

Competencies

Trainees are expected to demonstrate the following competencies:

a. Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics;

b. Collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient;

c. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective; and

d. Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

Minimum Thresholds for Achievement

By End of Program

a. CPSY 622 - Psychological Assessment course passed. In this course, students learn the science and research behind personality assessments and how to administer and score these assessments.

b. SPSY 672 - Intellectual Assessment course passed. In this course, students learn the science and research behind cognitive and intellectual assessments and how to administer and score these assessments.

c. Assessment Clinical Competency III passed. This competency requires students to conduct and write two comprehensive assessment reports on one full battery. Evaluation criteria for the reports are presented in the psychological assessment syllabus and Program Handbook.

Yearly Evaluation

a. Practicum/Externship(s) evaluations meet competency – Assessment

b. Satisfactory evaluation by program faculty (if applicable)
7. Intervention

Competencies

Trainees are expected to demonstrate the ability to:

a. Establish and maintain effective relationships with the recipients of psychological services;
b. Develop evidence-based intervention plans specific to the service delivery goals;
c. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables;
d. Demonstrate the ability to apply the relevant research literature to clinical decision making;
e. Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking; and
f. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

Minimum Thresholds for Achievement

By End of Program

a. CPSY 614 - Theories of Counseling course passed. This course exposes students to key counseling theories associated with evidence-based interventions and empirically supported therapy relationships and facilitates students beginning the development of their own theoretical orientation.
b. CFT 620 - Mental Health & Diagnosis course passed. This course exposes students to diagnosis and using empirically supported treatment in counseling.
c. CPSY 612 - Professional Ethics and Lab course passed. This course helps students integrate ethical principles in clinical practice.
d. CPSY 617 - Theories of Career Development course passed. This course introduces students to theory and research on lifespan career development and choice and associated interventions.
e. CFT 624 – Group Psychotherapy course passed. This course introduces students to elements of group process; includes introduction to group interventions, guidelines for multicultural practice, ethical and professional issues in group practice, and group leadership.
f. CPSY 651 - Advanced Individual Counseling Interventions course passed. In this course, students learn to apply interpersonal process, problem-management, and empirically oriented approaches to psychotherapy and individual counseling.
g. CPSY 642 - Child & Family Interventions course passed. This course exposes students to empirically oriented interventions with children and families while integrating developmental and intervention sciences.
h. CPSY 609 - Adult Practicum course passed (see description in Standard II.B.3a).
i. CPSY 609 - Child/Family Practicum course passed (see description in Standard II.B.3a).
j. Theoretical Orientation I essay passed. Students summarize their current theoretical orientation, including major constructs and mechanisms or processes of change, the role of the therapist and the therapeutic relationship, central techniques and methods, a brief empirical review of research on the intervention efficacy, and a critique of their theoretical orientation identifying the limitations of this theoretical approach.

k. Adult Interventions Clinical Competency I - oral and written competency element passed.

l. Child/Family Interventions Clinical Competency II - oral and written competency element passed.

m. Theoretical Orientation II essay submitted. Students write and submit to their advisor their APPIC essay that describes their theoretical orientation before applying for the predoctoral internship.

n. Psychology internship completed.

**Yearly Evaluation**

a. Practicum/Externship(s) evaluations meet competency – Intervention Skills

b. Satisfactory evaluation by program faculty (if applicable)

### 8. Supervision

**Competencies**

Trainees are expected to:

a. Demonstrate knowledge of supervision models and practices.

b. FOR INTERNS: Apply this knowledge in direct or simulated practice with psychology trainees or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others and peer supervision with other trainees.

**Minimum Thresholds of Achievement**

**By End of Program**

a. CPSY 654 - Supervision & Agency Administration course passed. This course exposes students' counseling supervision research and theories. *(Prior to 2015, the required course was SPSY 630 – Consultation. Course is being renamed “Supervision & Consultation” in 2017-18)*

b. Direct or simulated supervision practice with trainees or other health professional conducted

**Yearly Evaluation**

a. Practicum/Externship(s) evaluations meet competency – Supervision

b. Satisfactory evaluation by program faculty (if applicable)

### 9. Consultation and Interprofessional/Interdisciplinary Skills
Competencies

Trainees are expected to:

a. Demonstrate knowledge and respect for the roles and perspectives of other professions; and
b. Demonstrate knowledge of consultation models and practices.
c. FOR INTERNS: Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. Direct or simulated practice examples of consultation and interprofessional/interdisciplinary skills include, but are not limited to, role-played consultation with others, peer consultation, provision of consultation to other trainees.

Minimum Thresholds for Achievement

By End of Program

a. CPSY 654 - Supervision & Agency Administration course passed. This course exposes students to consultation research and theories. *(Prior to 2015, the required course was SPSY 630 – Consultation. Course is being renamed “Supervision & Consultation” in 2017-18.)*

Yearly Evaluation

a. Practicum/Externship(s) evaluations meet competency – Other Areas of Competency
b. Satisfactory evaluation by program faculty