

Trainee Competency Evaluation Form

Intern Name: _____

Date of Evaluation: ___/___/___

Supervisory Team Members: _____

Evaluation Period: July – October November – February March – June Self-Evaluation

Assessment Methods used (check all that apply)

Direct Observation

Case Presentation

Review of Clinical Notes

Video tape

Review of Written Work

Discussion of Clinical Interaction

Audiotape

Review of Raw Test Data

Feedback from other staff

Use the following scale to make ratings in all areas listed below that are applicable to the trainee's training. Note that the form offers check-off boxes between Levels, recognizing that a trainee might be best described at Level 2.5, for example, if he or she has met most of the Level 2 and some but not all of the Level 3 criteria.

It is expected that interns will progress from 2 - 3 over the course of the training year. Interns are expected to have a 2 or better on 100% of ratings by the final evaluation of the first trimester, a 2.5 or better on 100% of ratings by the final evaluation of the second trimester and a 3 or better on 100% of ratings by the final evaluation of the third trimester.

1 = Performance at the *Entry Level for an Extern*

2 = Performance at the *Entry Level for a doctoral Intern*

2.5 = Performance at the *Mid-Year Level for a doctoral Intern*

3 = Performance at the *Exit Level for a doctoral Intern and Entry Level for Post-Doctoral Fellow*

3.5 = Performance at the *Mid-Year Level for a Post-Doctoral Fellow*

4 = Performance at the *Exit Level for a Post-Doctoral Fellow*

5 = Performance at *Independent Professional Practice*

Competency I: Research

Trainees need to demonstrate the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (case conference, presentations, publications) at the local (including the host institution), regional, or national level.

| COMPETENCY: RESEARCH ELEMENT: SCIENTIFIC FOUNDATION OF PROFESSIONAL PRACTICE ITEM: 1A | | | | |
|---|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates awareness of scientific foundation of professional psychology Examples: <ul style="list-style-type: none"> • Completes assigned readings/supervision regarding development of evidence based practice in psychology (EBP) as defined by American Psychological Association (APA) | Understands the scientific foundation of professional practice Examples: <ul style="list-style-type: none"> • Articulates the development of EBP as defined by APA • Describes the scientific foundations of the competencies • Cites scientific literature to support an argument when appropriate • Evaluates scholarly literature on a practice-related topic as needed | Demonstrates knowledge, understanding, and application of the concept of evidence-based practice under supervision Examples: <ul style="list-style-type: none"> • Applies EBP concepts in case conceptualization, treatment planning, and interventions in consultation with supervisor • Works with supervisor to compare and contrast EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment • Appropriately selects evidence-based treatment under supervision and incorporates evidence into psychoeducation with patient and family | Demonstrates knowledge, understanding, and application of the concept of evidence-based practice with minimal supervision Examples: <ul style="list-style-type: none"> • Applies EBP concepts to practice with minimal supervision • Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization with minimal supervision • Appropriately selects evidence-based treatment when evidence is limited • Describes strengths and limitations of evidence supporting use of different treatment modalities for specific situations | Independently applies knowledge and understanding of scientific foundations independently applied to practice Examples: <ul style="list-style-type: none"> • Independently reviews scholarly literature related to clinical work and applies knowledge to case conceptualization • Independently applies EBP concepts in practice • Independently compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning • Integrates emerging studies of treatments into clinical practice |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></div> | | | | |

COMPETENCY: RESEARCH
ELEMENT: SCIENTIFIC APPROACH TO KNOWLEDGE GENERATION
ITEM: 1B

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|--|---|---|
| <p>Demonstrates understanding of literature searches and systematic review methodology</p> <p>Examples:</p> <ul style="list-style-type: none"> Independently conducts a literature review Writes literature review as part of supervision requirement | <p>Participates effectively in scientific endeavors when available</p> <p>Examples:</p> <ul style="list-style-type: none"> Describes the basics of treatment of human subjects Effectively organizes and implements participant recruitment and data collection with supervision Articulates the role of research funding in advancing the science of psychology Contributes to the preparation of scientific abstracts and manuscripts Outlines the basics of how cultural diversity and developmental issues affect research outcomes Identifies research methods and techniques of data analysis Open to scrutiny of one's work by peers and faculty | <p>Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology under supervision.</p> <p>Examples:</p> <ul style="list-style-type: none"> Participates in research and scholarly activity, which may include presentations at local, regional, or national conferences; participation in research teams; submission of manuscripts for publication Effectively designs hypotheses to be tested and methodology to use Analyzes data and develops conclusions using accepted research methodologies Can identify ethical/safety issues that arise during research | <p>Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology with minimal supervision.</p> <p>Examples:</p> <ul style="list-style-type: none"> Articulates basic components and aspects of grant applications Effectively handles ethics and safety issues that arise while carrying out research with minimal supervision Participates in multi-disciplinary research teams | <p>Independently generates research knowledge relevant to the practice of psychology.</p> <p>Examples:</p> <ul style="list-style-type: none"> Engages in systematic efforts to increase the knowledge base of psychology through implementing and reviewing research Consults and partners with community stakeholders when conducting research in diverse communities Designs research protocols that address issues of diversity Leads multi-disciplinary research teams Effectively and independently uses research methodologies characteristic of pediatric psychology research Teaches ethical principles to research staff and students on an associated project Effectively presents and tailors research findings to various groups Prepares grant applications³ |

Comments: Not yet achieved Level 1

RESEARCH AVERAGE: _____

OVERALL RESEARCH COMMENTS:

Competency II: Ethical and Legal Standards

Trainees respond professionally in increasingly complex situation with greater degree of independence across levels of training, including knowledge and in accordance with APA Code and relevant laws, regulations, rules, policies, standards, and guidelines

| COMPETENCY: Ethical and Legal Standards ELEMENT: Knowledge of ethical, legal and professional standards and guidelines ITEM: 2A | | | | |
|--|---|--|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Developing basic knowledge of the APA (national level) Ethical Principles and Code of Conduct and beginning level knowledge of legal and regulatory issues</p> <p>Examples:</p> <ul style="list-style-type: none"> Discusses with supervisors with beginning knowledge of typical legal issues, including child and elder abuse reporting, HIPAA, multiple relationships, and competence, confidentiality, and informed consent Recalls the content of key documents/policies that guide the practice of psychology (e.g., APA Ethical Principles and Code of Conduct) | <p>Demonstrates basic knowledge of the APA Ethical Principles and Code of Conduct and beginning level knowledge of legal and regulatory issues</p> <p>Examples:</p> <ul style="list-style-type: none"> Identifies ethical implications in hypothetical and real cases and discusses the ethical elements present in the ethical dilemma or question Identifies potential conflicts between personal belief systems, APA ethics code and legal issues in practice Reviews and references the local mental health laws and ethical issues relating to clinical work | <p>Demonstrates 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 and regulations at the state, local and organizational level</p> <p>Examples:</p> <ul style="list-style-type: none"> Identifies ethical dilemmas effectively in own practice¹ Actively consults with supervisor to act upon ethical and legal aspects of practice Addresses ethical and legal aspects within the case conceptualization¹ Discusses ethical implications of professional work with peers and supervisors Recognizes and discusses limits of own ethical and legal knowledge¹ Knowledge of local mental health laws and APA guidelines regarding the rights of patients within organizational guidelines | <p>Demonstrates solid knowledge of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines</p> <p>Examples:</p> <ul style="list-style-type: none"> Detects and examines potential conflicts in complex ethical and legal issues Confronts peers and/or organizations regarding ethical problems or issues in a professional manner Identifies proactive techniques to address the above issues with peers and/or organizations | <p>Demonstrates advanced knowledge of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines; independently identifies limits of own ethical and legal knowledge</p> <p>Examples:</p> <ul style="list-style-type: none"> Is sought out by peers for expertise in ethical legal standards and policy. Independently seeks opportunities to learn more about ethical legal standards and policy through attending conferences, didactics Teaches students and trainees about APA Ethical Principles and Code of Conduct and other relevant ethical and professional codes, standards and guidelines, laws, statutes, rules and regulations at the state, local and organizational level |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></p> | | | | |

COMPETENCY: Ethical and Legal Standards
ELEMENT Ethical Conduct
ITEM: 2B

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|--|---|--|
| <p>Conducts interactions in nearly all circumstances with a professional mindset, sense of duty, and accountability</p> <p>Examples:</p> <ul style="list-style-type: none"> • Verbalizes a desire to help others • Shows honesty and integrity • Discusses in supervision ways to act ethically and professionally in the role of psychologist • Displays appropriate boundary management • Displays an openness to new ideas | <p>Demonstrates conduct that illustrates insight into own behavior, as well as likely triggers for professionalism lapses, and is able to use this information to remain professional</p> <p>Examples:</p> <ul style="list-style-type: none"> • Discusses areas of strength and growth opportunities of his/her own ethical behavior during supervision. • During supervision, readily identifies possible situations that may lead one to act unprofessionally. | <p>Integrates own moral principles/ethical values in professional conduct</p> <p>Examples:</p> <ul style="list-style-type: none"> • Makes changes in patient care practices following supervision regarding ethical situations • Articulates knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues • Spontaneously discusses one's own intersection of personal and professional ethical and moral issues in supervision • Displays adherence to ethical and legal standards in professional activities | <p>Demonstrates high ethical standards across settings and circumstances</p> <p>Examples:</p> <ul style="list-style-type: none"> • Spontaneously integrates awareness of a challenging situation related to the intersection of personal and professional ethical and moral issues in professional interactions • Identifies and voices one's insights in how to prevent lapses in conduct as part of one's duty to help others • Remains ethical and professional in triggering situations | <p>Demonstrates an in-depth understanding of ethical conduct that allows her to help other team members and colleagues with issues of professionalism</p> <p>Examples:</p> <ul style="list-style-type: none"> • Takes responsibility for continuing professional development in ethics • Models professional conduct by maintaining awareness of one's own and others' emotional response during heated discussions by promoting and engaging in professional behavior while preventing lapses in others and self |

Comments:

Not yet achieved Level 1

ETHICAL AND LEGAL STANDARDS AVERAGE: _____

OVERALL ETHICAL AND LEGAL STANDARDS COMMENTS:

Competency III: Individual and Cultural Diversity

Trainees must demonstrate the ability to conduct all professional activities with sensitivity to human diversity, including the ability to deliver high quality services to an increasingly diverse population. They demonstrate knowledge, awareness, sensitivity and skill when working with diverse individuals and communities who embody a variety of cultural and personal background and characteristics.

Cultural and individual differences and diversity is defined as including, but not limited to, age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation, and socioeconomic status.

| COMPETENCY: INDIVIDUAL AND CULTURAL DIVERSITY | | | | |
|--|--|--|--|--|
| ELEMENT: <u>SELF</u> : 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 | | | | |
| ITEM: 3A | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Recognizes the importance of knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Completes assigned readings/activities to strengthen awareness of personal cultural identity, biases, etc. • Recognizes that one's own identity is shaped by multiple cultural factors • Defines the relationship between cultural diversity as it relates to one's identity | <p>Understands own dimensions of diversity and attitudes towards diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates how ethnic group values influence who one is and how one relates to other people • Articulates dimensions of diversity (e.g., race, gender, sexual orientation) as they relate to personal identity • Discusses, in educational settings/contexts, his/her own cultural background and beliefs and the ways in which these affect interactions with patients | <p>Demonstrates knowledge, awareness, and understanding of own dimensions of diversity and attitudes towards diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Monitors and applies knowledge of self as a cultural being in clinical practice (e.g., assessment, treatment, and consultation), with supervisor support • Uses knowledge of self to monitor professional effectiveness • Brings observations of self to supervision sessions to discuss • Engages willingly and openly in supervision re: topics of cultural identity and the ways in which identity, biases, and assumptions impact patient care/training/professional development • Self-reflects, shows empathy and curiosity about patients and families, and demonstrates openness to different beliefs and points of view | <p>Seeks out opportunities to strengthen knowledge, awareness, and understanding of own dimensions of diversity and attitudes towards diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Critically evaluates feedback about personal diversity issues • Willingly initiates supervision re: individual/personal diversity issues, recognizes need to address the impact of biases/assumptions on own worldview • Seeks out additional resources training, and/or education re: the impact of cultural identity on professional work | <p>Models the ability to monitor and apply knowledge of self as a cultural being in interactions with others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation • Models ongoing self-reflective practice and skills regarding own cultural identity • Creates opportunities for others to strengthen their self-reflective practice • Designs trainings/didactics to help others develop a self-reflective practice • Supervises or teaches trainees about the importance of self-reflective practice and awareness of one's own cultural identity |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></p> | | | | |

COMPETENCY: INDIVIDUAL AND CULTURAL DIVERSITY

ELMENT: SELF AND OTHERS Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context; (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

ITEM: 3B

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|---|---|---|
| <p>Recognizes the importance of knowledge, awareness, and understanding of own cultural identity in the context of interaction with diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Completes assigned readings/activities to strengthen awareness of the impact of others' cultural identities on own identity and interactions with others • Recognizes that interactions with others are impacted by multiple cultural factors • Recognizes basic ethical conflicts related to diversity that arise when interacting with others | <p>Understands the role of culture in interactions with diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Discusses in supervision own knowledge, awareness and understanding of the way culture and context shape human interactions • Understands the role of multiple cultural identities in interactions among individuals • Provides examples of the importance of attention to diversity when interacting with others • Articulates a nascent understanding of the importance of considering culture and context when working with others | <p>Independently applies knowledge of the role of culture in interactions with diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Regularly uses knowledge about culture to monitor and improve effectiveness of self in interactions • Independently articulates and monitors multiple cultural identities in interactions with others • Seeks consultation or supervision when uncertain about issues diversity in interactions with others | <p>Seeks out opportunities to strengthen knowledge, awareness, and understanding about how individuals have unique dimensions of diversity and attitudes towards diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Critically evaluates feedback and initiates supervision regularly about diversity issues as they relate to interactions with others • Initiates supervision about diversity issues with as they relate to interactions others • Seeks out resources, training, and/or education on individual and cultural differences to inform interactions with diverse others | <p>Models how to apply knowledge of individuals as cultural beings in assessment, treatment, and consultation</p> <p>Examples:</p> <ul style="list-style-type: none"> • Models ongoing self-reflective practice and skills regarding culturally attentive interactions with others • Creates opportunities and trainings for individuals to strengthen their practice of interacting with others in a culturally attentive manner • Supervises or teaches trainees about the importance of, and skills for, interacting with individuals in a culturally attentive manner |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></p> | | | | |

COMPETENCY: INDIVIDUAL AND CULTURAL DIVERSITY
ELMENT: Applications based on Individual and Cultural Context
ITEM: 3C

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|--|---|
| <p>Recognizes the need to consider issues of cultural diversity in professional psychology work</p> <p>Examples:</p> <ul style="list-style-type: none"> Acknowledges how personal experiences and attitudes may play a role in clinical service delivery Completes assigned readings/activities to strengthen awareness of culturally competent practice/clinical skills Recognizes that professional interactions with colleagues, patients, and families are impacted by multiple cultural factors Recognizes basic ethical conflicts related to diversity that arise when providing clinical care Discusses basic knowledge of literature relevant to cultural diversity, as well as sensitivity to the scientific, theoretical, and contextual issues related to cultural diversity (APA policy) when applied to psychology practice (guidelines for practice with diverse individuals, groups and communities) | <p>Demonstrates basic knowledge of and sensitivity to scientific, theoretical, and contextual issues related to cultural diversity (as defined by APA policy) as they apply to professional psychology</p> <p>Examples:</p> <ul style="list-style-type: none"> Understands the need to consider cultural diversity issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues) Demonstrates foundational understanding of local healthcare delivery systems and community organizations, including advocacy groups Assesses how patient and provider individual and cultural diversity factors (e.g., race/ethnicity, age, sex, sexual orientation, disability status) may affect the delivery and receipt of healthcare services Provides examples of the importance of attention to diversity in-psychological evaluation and treatment | <p>Independently applies knowledge, sensitivity, and understanding regarding cultural diversity issues to work effectively with diverse others in assessment, treatment, and consultation</p> <p>Examples:</p> <ul style="list-style-type: none"> Applies knowledge of others as cultural beings and uses culturally relevant best practices Articulates and uses alternative and culturally appropriate repertoire of skills, techniques and behaviors¹ Engages in respectful interactions that reflect knowledge of literature on individual and cultural differences Addresses cultural diversity issues across professional settings and activities Works effectively with diverse clients and families, as well as diverse professionals, in providing and coordinating care Elicits beliefs, values, and diverse cultural practices of patients and their families, and seeks to understand their potential impact on patient care Displays sensitivity to diversity in psychiatric evaluation and treatment Assesses the family in a sophisticated and culturally sensitive manner | <p>Seeks out opportunities to strengthen the application of knowledge, sensitivity, and understanding regarding cultural diversity issues in order to work effectively with diverse others in assessment, treatment, and consultation</p> <p>Examples:</p> <ul style="list-style-type: none"> Adapts professional behavior and clinical approach in a manner that is sensitive and appropriate to the needs of diverse others, improves client outcomes, and avoids harm Seeks consultation and supervision to address individual and cultural diversity within clinical practice Applies knowledge of diverse others to monitor and improve own effectiveness as a professional Articulates an integrative conceptualization of diversity as it impacts clients, self, and others (e.g., organizations, colleagues, systems of care) Engages in self-reflection regarding personal experience, attitudes, and health behaviors, and how these may affect clinical service | <p>Models how to apply knowledge, skills, and attitudes regarding dimensions of diversity to professional work (consultation, assessment, diagnosis, treatment, and scholarly activities)</p> <p>Examples:</p> <ul style="list-style-type: none"> Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation Designs research protocols that address issues of diversity Educates others regarding the importance of attending to patient and family diversity factors (e.g., race/ethnicity, age, sex, sexual orientation, disability status) when providing and coordinating care Leads educational activities and case discussions regarding translation of cultural awareness, knowledge, and skills in clinical practice Serves as a role model and teacher of compassion, integrity, respect for others, and sensitivity to diverse patient populations |

Comments:

Not yet achieved Level 1

INDIVIDUAL AND CULTURAL DIVERSITY AVERAGE: _____

OVERALL INDIVIDUAL AND CULTURAL DIVERSITY COMMENTS:

Competency IV: Professional Values and Attitudes

Trainees are expected to respond professionally in increasingly complex situations as evidenced in behavior that reflects the values and attitudes of psychology.

| COMPETENCY: PROFESSIONAL VALUES AND ATTITUDES ELEMENT: Integrity - Honesty, personal responsibility and adherence to professional values ITEM: 4A | | | | |
|---|---|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Understands professional values; behaves honestly Examples: <ul style="list-style-type: none"> • Communicates honestly • Discusses the importance of maintaining adherence to professional values in all interactions • Takes responsibility for own actions • Defines and discusses core values related to ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct • Recognizes one's own responsibility to uphold professional values | Actively acquiring skills to manage professional situations that challenge values; Identifies when professional values are challenged Examples: <ul style="list-style-type: none"> • Identifies situations that challenge professional values, and accepts faculty/supervisor guidance • Acquires and practices skills to manage situations which challenge professional values | Adherence to professional values beginning to be more effortlessly infused in work; Able to work with supervisor to manage situations that challenge adherence to professional values Examples: <ul style="list-style-type: none"> • Seeks faculty/supervisor guidance as needed for situations that challenge professional values • Demonstrates openness and responsiveness to supervisor feedback • Discusses failures and lapses in adherence to professional values with supervisors/faculty as appropriate¹ • Applies professional training/coursework into managing situations that challenge adherence to professional values with supervisor direction | Able to identify and manage situations that challenge adherence to professional values, consulting supervisor Examples: <ul style="list-style-type: none"> • Monitors and resolves situations that challenge professional values and integrity, consulting with supervisor | Monitors and independently resolves situations that challenge professional values and integrity, initiating resolution Examples: <ul style="list-style-type: none"> • Takes action independently to correct situations that are in conflict with professional values • Addresses situations that challenge professional values effectively, in the moment • Models integrity and professionalism in all situations including the most challenging |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: <div style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></div> | | | | |

COMPETENCY: PROFESSIONAL VALUES AND ATTITUDES
ELEMENT: Comportment
ITEM: 4B

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|---|--|--|
| <p>Understands how to conduct oneself in a professional manner</p> <p>Examples:</p> <ul style="list-style-type: none"> Engages in appropriate personal hygiene and attire Distinguishes between appropriate and inappropriate language and demeanor in professional contexts Discusses how to conduct oneself in a professional manner | <p>Conducts oneself in a professional manner in typical professional settings</p> <p>Examples:</p> <ul style="list-style-type: none"> Conducts oneself in a professionally appropriate manner – including communication with others Sets appropriate physical boundaries | <p>Communication and physical conduct is professionally appropriate, across a variety of settings</p> <p>Examples:</p> <ul style="list-style-type: none"> Generalizes professional, appropriate conduct across diverse settings and with different client populations^{1,4} Understands and accepts responsibility for how actions impact one’s own professional identity, on clients and public perception^{1,4} Utilizes appropriate language and demeanor in all professional communications¹ | <p>Adapts professional manner to the context at hand, flexibly and seamlessly</p> <p>Examples:</p> <ul style="list-style-type: none"> Flexibly shifts demeanor to effectively meet requirements of professional situation and enhance outcomes Consistently conducts self in a professional manner across and settings and situations | <p>Conducts self in a professional manner when challenged by clients, colleagues or community members</p> <p>Examples:</p> <ul style="list-style-type: none"> Verbal and nonverbal communications are appropriate to the professional context, including during challenging interactions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Not yet achieved Level 1

COMPETENCY: PROFESSIONAL VALUES AND ATTITUDES

ELEMENT: Accountability

ITEM: 4C

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|--|--|--|
| <p>Accountable and reliable for those demands placed on him/her</p> <p>Examples:</p> <ul style="list-style-type: none"> • Turns in assignments in accordance with established deadlines • Discusses personal organization skills • Follows policies and procedures of institution • Follows through on commitments • Consistently keeps appointments with supervisors, patients, and other professionals | <p>Beginning to take responsibility of own workload</p> <p>Examples:</p> <ul style="list-style-type: none"> • Completes required case documentation promptly and accurately • Shows evidence of organization and time management • Schedules appropriate appointments with supervisors, patients and other professionals | <p>Accepts responsibility for own actions and schedule with increased autonomy</p> <p>Examples:</p> <ul style="list-style-type: none"> • Plans and organizes own workload, with supervisor oversight • Accepts responsibility for meeting deadlines • Follows procedures for coverage for clinical and non-clinical responsibilities • Available when “on-call” • Acknowledges errors to supervisor and staff • Utilizes supervision to strengthen effectiveness of practice • Manages time effectively across situation and setting | <p>Independently accepts personal responsibility across settings and contexts</p> <p>Examples:</p> <ul style="list-style-type: none"> • Independently accepts personal responsibility across settings and contexts • Flexible with scheduling and time management • Covers professional duties for colleagues when appropriate • Ability to complete tasks and goes beyond expectations in order to solve difficult problems/challenges | <p>Enhances one’s ability to be more productive and increase productivity and accountability of others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Enhances own professional productivity • Holds one’s self accountable for and submits to external review of quality service provision • Leads efforts to create systems to cover professional duties when appropriate |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></p> | | | | |

COMPETENCY: PROFESSIONAL VALUES AND ATTITUDES

ELEMENT: Professional Identity

ITEM: 4D

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|--|--|---|
| <p>Demonstrates beginning understanding of self as a professional psychologist</p> <p>Examples:</p> <ul style="list-style-type: none"> • Discusses the importance of self as a professional: “thinking like a psychologist” • Discusses accurately the program and profession (training model, core competencies) • Discusses the importance of practicing within one’s competence | <p>Beginning to assess and formulate one’s growth in the role of professional psychologist</p> <p>Examples:</p> <ul style="list-style-type: none"> • Assesses one’s own ability to self-identify as a psychologist • Formulates perception of self as a psychologist • Responds to supervisor feedback and questions around developing psychologist identity • Describes the importance of participating in one’s professional community as it relates to one’s identity as a psychologist | <p>Displays emerging professional identity as psychologist; self-reflection regarding personal and professional functioning; acquiring information for how to continue to develop professional identity as a professional psychologist</p> <p>Examples:</p> <ul style="list-style-type: none"> • Accepts the role as psychologist with clients • Takes responsibility for ensuring that the client receives the best possible care • Belongs to professional psychology organizations • Attends colloquia, workshops, conferences • Consults literature relevant to client care • Identifies self as an emerging professional psychologist • Uses resources (e.g., supervision, literature) for professional development | <p>Displays consolidation of professional identity as a psychologist</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies as a professional psychologist⁴ • Embraces the responsibilities inherent in the psychologist role • Participates in the professional community to maintain competence and for growth (professional societies, patient advocacy groups, community service organizations) | <p>Models and encourages others to formulate identity as a professional psychologist; seeks knowledge about issues central to the field; integrates science and practice</p> <p>Examples:</p> <ul style="list-style-type: none"> • Keeps up with advances in profession • Supports the growth and development of others defining themselves as psychologists • Leads a team of psychologists to continue building upon and learning how to enhance identity of professional psychologists |

Comments:

Not yet achieved Level 1

PROFESSIONAL VALUES AND ATTITUDES AVERAGE: _____

OVERALL PROFESSIONAL VALUES AND ATTITUDES COMMENTS:

Competency V: Communication and Interpersonal Skills

Develop effective communication oral, nonverbal, and written communication skills and the ability to perform and maintain successful professional relationship

| COMPETENCY: COMMUNICATION AND INTERPERSONAL SKILLS | | | | |
|--|--|---|--|--|
| ELEMENT: Interpersonal Relationships-Cares about people and connecting/maintain relationships when things are going well | | | | |
| ITEM: 5A | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Displays awareness of and ability to perform basic interpersonal skills</p> <p>Examples:</p> <ul style="list-style-type: none"> • Listens to and is empathic with others • Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. • Demonstrates interpersonal skills verbally and non-verbally • Recognizes the importance of giving and receiving feedback to maintain healthy relationships • Develops therapeutic relationships with patients and families in uncomplicated situations • Describes and respects cultural and linguistic diversity in communicating with people of different backgrounds • Discusses the awareness of suffering and the wish to relieve it for others similar to oneself | <p>Forms relationships with clients, peers/colleagues, supervisors</p> <p>Examples:</p> <ul style="list-style-type: none"> • Works cooperatively and collaboratively with peers • Forms effective working alliances with most clients • Engages with supervisors to work effectively • Understands the rationale for a team approach to care • Supports a team approach to the maintenance and promotion of health and treatment of disease and disorders • Understands the rationale for promoting effective communication with and between patients, families and other professionals • Understands the psychologist's and other professionals' unique roles on health-care teams • Attends and passively participates in and supports activities of team-based care • Develops working relationships across specialties and systems in uncomplicated situations • Discusses the awareness of suffering and the wish to relieve it for others who are dissimilar to oneself | <p>Maintains productive and respectful relationships with clients, peers/colleagues, supervisors</p> <p>Examples:</p> <ul style="list-style-type: none"> • Coordinates respectful and collegial interactions with those who have different professional models or perspectives • Maintains satisfactory and effective interpersonal relationships with clients, peers, faculty, supervisors • Uses strategies to promote team approaches to care • Develops productive working relationships with patients, families and other professionals • Participates actively in multidisciplinary care team • Develops therapeutic relationships with patients and families in complicated situations • Identifies and reflects feelings overtly expressed by others, in a manner that furthers the goals of prof. activities • Receives client's feedback of feeling supported • Reflects upon and addresses the suffering and the wish to relieve it for others who are dissimilar from oneself, who express negative affect (hostility), and/or who seek care for proscribed behavior, such as violence, predation, or dangerousness | <p>Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines</p> <p>Examples:</p> <ul style="list-style-type: none"> • Develops and maintains relationships with patients, their families, other professionals, communities, and other systems involving patients • Integrates knowledge of team organization, relevant systems and policies and relationship-building principles to promoting effective relationships among teams • <i>Tailors</i> communication strategies to different patients, families, professionals and across situations • Provides consultation to patients, families and others <i>tailored</i> to their needs and understanding • Sustains relationships across systems of care with patients and families during long-term follow-up⁵ • Effectively leads multidisciplinary patient care and family meetings | <p><i>Manages effective relationships with a wide range of clients, colleagues, organizations and communities</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Negotiates challenging, difficult and complex relationships including those with individuals and groups that differ significantly from oneself to maintain effective and satisfying relationships among individuals, patients and team members • Develops enriching interpersonal relationships with clients, peers, faculty, allied professionals, and the public • Models effective relationships with clients, peers, other professionals • Assists/supervises others to maintain effective working relationships • Leads and facilitates meetings within the organization/system |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></p> | | | | |

COMPETENCY: COMMUNICATION AND INTERPERSONAL SKILLS

ELEMENT: Affective Skills-Can manage challenging situations when things are hard, reflects on internal state, able to express range of emotion, tolerates others emotional expression and can handle conflict

ITEM: 5B

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|--|--|---|
| <p>Displays awareness of and ability to tolerate conflict^{1,4}; Displays affective skills¹</p> <p>Examples:</p> <ul style="list-style-type: none"> • Notices and expresses feelings appropriately • Discusses in supervision one’s awareness of inner emotional experience • Discusses comfort with a range of emotions with supervisor • Recognizes the importance of regulating strong affect in challenging interactions • Maintains a calm demeanor when strong affect is present in one’s self or others • Recognizes communication conflicts in work relationships | <p>Identifies differences of opinion/practice; processes and/or prepares with supervisor about how to address challenging situations⁴</p> <p>Examples:</p> <ul style="list-style-type: none"> • Acknowledges own role in difficult interactions • Listens to and acknowledges feedback from supervisors • Is flexible when things don’t go according to plan • Tolerates and understands interpersonal conflict • Understands how there may be diverse viewpoints in challenging interactions and appreciates the variety of viewpoints • Makes appropriate disclosures regarding problematic interpersonal situations to supervisor • Recognizes a challenging clinical or professional relationship and understands strategies for addressing such relationships • Detects difficult working relationships that impact patient care and employee satisfaction • Recognizes differing philosophies within and between different disciplines in care provision | <p>Negotiates differences and handles conflict satisfactorily¹; mild levels of conflict⁴</p> <p>Examples:</p> <ul style="list-style-type: none"> • Accepts and implements supervisory feedback non-defensively • Maintains affective equilibrium and focus on therapeutic tasks in face of client distress • Provides feedback to supervisor regarding supervisory process¹ • Tolerates ambiguity and uncertainty • Displays ability to actively problem-solve during supervision • Listens to and acknowledges feedback from other care professionals • Listens to and acknowledges feedback from clients • Sustains working relationships with co-workers in the face of conflict • Manages simple patient/family-related conflicts • Accepts, evaluates and implements feedback from other care providers | <p>Provides effective feedback to others and receives feedback non-defensively</p> <p>Examples:</p> <ul style="list-style-type: none"> • Provides feedback to peers regarding peers’ clinical work in context of group supervision or case conference • Initiates discussion regarding disagreements with colleagues or supervisors • Efforts to resolve disagreements do not escalate negative affect among the parties involved • Seeks clarification in challenging interpersonal communications • Manages affect so that it does not overwhelm one’s judgment • Uses effective strategies to manage challenging relationships • Skillfully manages therapeutic and working relationships during complex and challenging situations, including transitions of care • Tolerates patient’s feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue | <p>Manages difficult communication; possesses advanced interpersonal skills</p> <p>Examples:</p> <ul style="list-style-type: none"> • Allows, enables, and facilitates patient’s exploration and expression of affectively difficult issues • Works flexibly with patients’ intense affect which could destabilize the therapeutic relationship • Uses affective reactions in the service of resolving disagreements or fostering growth in self or others • Develops and models approaches to managing difficult communications for patients and peers and supervisees • Effectively mentors other health care providers in leadership, communication skills and conflict management • Leads efforts to establish better communication and more effective working relationships • Takes a leadership role in managing team conflicts |

Comments:

Not yet achieved Level 1

COMMUNICATION AND INTERPERSONAL SKILLS AVERAGE: _____

OVERALL COMMUNICATION AND INTERPERSONAL SKILLS COMMENTS:

Competency VI: Assessment

Trainees develop competence in evidence-based psychological assessment with a variety of diagnoses, problems and needs

| COMPETENCY: ASSESSMENT | | | | |
|--|---|---|--|---|
| ELEMENT: Knowledge and Application of Diagnostic Interviewing Techniques | | | | |
| ITEM: 6A | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Demonstrates basic knowledge of models and techniques, of basic clinical interviewing and mental status exam</p> <p>Examples:</p> <ul style="list-style-type: none"> • Discusses in supervision different interviewing strategies (structured and semi-structured interviews, mini-mental status exam) • Discusses in supervision the relevant sources of information to access during the interview process • Discusses in supervision which data to collect and from whom during the interview process (patient and relevant caretakers to evaluate biological, psychosocial, physical health functioning) • Discusses the different components of a comprehensive biopsychosocial interview with patient and caretakers | <p>Demonstrates ability under moderate supervision to implement basic knowledge of models and techniques, of basic clinical interviewing and mental status exam</p> <p>Examples:</p> <ul style="list-style-type: none"> • Extracts the relevant data from observing others perform structured and semi-structured interviews and mental status exams • Considers the structure and functioning of the family, including strengths, vulnerabilities, and cultural factors, as they pertain to the client and uses that information to recommend additional questions to ask of the data source • Lists major risk and protective factors for danger to self and others and abuse/neglect from observing a supervisor's interview and discusses how to be further assess these concerns through interviewing • Begins to acquire basic data relevant to referral questions from interviews with moderate supervision • Begins to use one's own emotional responses to the client as a diagnostic tool | <p>Uses appropriate interview question strategies to gather background information from families, patients, and other relevant resources with supervision to gather basic information</p> <p>Examples:</p> <ul style="list-style-type: none"> • Acquires accurate and relevant data from structured and semi-structured interviews and mental status exams customized to the patient's complaints when conducting interviews • Assesses structure and functioning of the family, including strengths, vulnerabilities, and cultural factors, as they pertain to the client • Assesses patient safety, including suicidal and homicidal ideation, and considers the potential for trauma, abuse, aggression, and high-risk behaviors • Conducts a comprehensive biopsychosocial interview with patient and relevant caretakers across commonly occurring case presentations with moderate supervision • Conducts brief, targeted interviews with patient and relevant caretakers to evaluate biological and psychosocial functioning related to physical health or illness/injury with moderate supervision • Regularly uses one's own emotional responses to the patient and family as a diagnostic tool | <p>Uses appropriate interview question strategies to efficiently gather more nuanced information, with minimal supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> • Conducts comprehensive biopsychosocial interview with patient and relevant caretakers to evaluate biological and psychosocial functioning related to the presenting health concern across commonly occurring and atypical case presentations with minimal supervision • Obtains information that is sensitive and not readily offered by the patient • Shifts the focus of the interview when verbal and non-verbal information is conflicting to attempt to understand what is not being verbalized • Modifies interview approach to assess patients at different developmental or cognitive ability levels, including use of non-verbal techniques • Assesses the family in a sophisticated and culturally-sensitive manner • Flexibly determines interview needs, with ability to shift to alternative strategies in response to additional information | <p>Independently conducts complex diagnostic interviews and teaches interviewing techniques to others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Conducts comprehensive biopsychosocial interview with patient and relevant caretakers to evaluate biological and psychosocial functioning related to the presenting health concern across commonly occurring and atypical case presentations independently • Teaches others techniques to efficiently and effectively gather diagnostic information in an interview format |



Comments:

Not yet achieved Level 1

COMPETENCY: ASSESSMENT

ELEMENT: Knowledge and Application of Evaluation/Measurement/Assessment Tools

ITEM: 6B

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|--|---|--|
| <p>Demonstrates awareness of a variety of constructs, and the need to utilize appropriate measurement tools in order to assess effectively.</p> <p>Demonstrates basic knowledge of administration and scoring of traditional assessment measures</p> <p>Examples:</p> <ul style="list-style-type: none"> • Discusses in supervision the need to base diagnosis and assessment on multiple sources of information • Discusses in supervision of the need for selection of assessment measures appropriate to pop./problem area • Administers and scores various assessment tools in non-clinical contexts (practice) with support from supervisors | <p>Compares measurement methods across domains of functioning and practice settings under supervision</p> <p>Accurately administers and scores measures.</p> <p>Demonstrates basic awareness of psychometrics and interpretation of traditional assessment measures</p> <p>Demonstrates awareness of importance of observation in conducting assessment</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates basic understanding of how to select, administer, and score evidenced-based assessment tools appropriate for the patient for the purpose of case conceptualization, treatment planning, monitoring and evaluating treatment outcomes • Uses hypothesis-driven information-gathering techniques • Articulates the benefits and limitations of standardized assessment • Identifies the construct being assessed by a variety of measures | <p>Selects assessment measures with attention to issues of reliability, validity, and appropriateness to answer diagnostic questions with moderate supervision</p> <p>Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional and nontraditional assessment measures as related to developmental, cultural, educational, socioeconomic, and family-based factors under moderate supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> • Selects assessment tools that reflect awareness of patient population served at a given practice site with supervision • Selects, administers, scores, and interprets evidence-based assessment tools appropriate for the patient for the purpose of diagnosis, case conceptualization, treatment planning, monitoring and evaluating treatment outcomes, and facilitating referrals across commonly occurring case presentations with supervision • Discusses with supervisor ways to assess development across all domains | <p>Selects assessment measures with attention to issues of reliability, validity, and appropriateness to answer diagnostic questions with minimal supervision</p> <p>Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional and nontraditional assessment measures as related to developmental, cultural, educational, socioeconomic, and family-based factors under minimal supervision</p> <p>Conducts evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context</p> <p>Examples:</p> <ul style="list-style-type: none"> • Independently selects assessment tools that reflect awareness of client population served at practice site • Independently selects, administers, scores, and interprets evidence-based assessment tools appropriate for the patient for the purpose of case conceptualization, treatment planning, monitoring and evaluating treatment outcomes, and facilitating referrals across commonly occurring and atypical case presentations • Demonstrates awareness and competent use of culturally sensitive instruments, norms • Flexibly uses multiple methods of assessment to address presenting concerns in ways that are responsive and respectful | <p>Flexibly determines assessments needed, with ability to shift to alternative strategies in response to additional information</p> <p>Stays updated as new measures are developed</p> <p>Examples:</p> <ul style="list-style-type: none"> • Utilizes creative use of evaluation techniques, both verbal and non-verbal • Adapts assessment to patient characteristics with minimal supervision • Completes appropriate literature searches regarding new assessment methods • Aware of newly published tests |

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| | <ul style="list-style-type: none"> Explains basic psychometric constructs such as validity, reliability, and test Conducts assessment that includes observation of child's interaction with caretakers Relates observations with test performance in discussion with supervisor Discusses diagnostic formulation and case conceptualization in didactics or with supervisor | <ul style="list-style-type: none"> Demonstrates ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise) | <p>of the diverse needs of children, caretakers, family, and referral sources coping and adaptation to health diagnosis, case conceptualization, and recommendations</p> <ul style="list-style-type: none"> Assesses development across all domains Seeks consultation as needed to guide assessment Adapts assessment to patient characteristics with moderate supervision | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | |
| Not yet achieved Level 1 <input type="checkbox"/> | | | | |

| COMPETENCY: ASSESSMENT | | | | |
|---|--|--|--|--|
| ELEMENT: Case Conceptualization and Diagnosis | | | | |
| ITEM: 6C | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity</p> <p>Examples:</p> <ul style="list-style-type: none"> Accurately describes normal developmental milestones for motor and speech-language skills Describes the typical developmental trajectory for emotional, behavioral, attentional, and social skills Lists criteria for common DSM-5 diagnoses in infancy, childhood, and adolescence | <p>Discusses ways of applying concepts of normal/abnormal behavior to diagnosis in the context of stages of human development and diversity</p> <p>Examples:</p> <ul style="list-style-type: none"> Has a strong understanding of normative, adaptive, and maladaptive child emotional, cognitive, social, and behavioral development Understands pediatric illness/injury and the effects of disease/treatment process on development Has knowledge of health disparities in children Knowledge of how other systems (e.g., school, health care, state | <p>With moderate supervision, applies concepts of normal/abnormal behavior to conceptualize and diagnosis in the context of stages of human development and diversity</p> <p>Examples:</p> <ul style="list-style-type: none"> Describes how development influences or interacts with the presentation of psychopathology Demonstrates sufficient knowledge to include relevant medical and neurological conditions in the differential diagnoses Organizes case formulation in a systematic manner that follows a conceptual model | <p>With minimal supervision applies concepts of normal/abnormal behavior to conceptualize and diagnosis in the context of stages of human development and diversity, with understanding of a variety of diagnoses both within and outside of area of specialty</p> <p>Examples:</p> <ul style="list-style-type: none"> Uses information regarding biological, psychosocial, and physical health functioning in making diagnosis (bio-psycho-social model/ neurodevelopmental systems model) Shows knowledge sufficient to identify a wide range of psychiatric conditions in patients with medical disorders Demonstrates understanding of developmental disorders within the context of medical diagnoses | <p>Independently applies concepts of normal/abnormal behavior to conceptualize and diagnosis in the context of stages of human development and diversity, with understanding of a variety of diagnoses both within and outside of area of specialty</p> <p>Examples:</p> <ul style="list-style-type: none"> Demonstrates a sophisticated understanding of current controversies in diagnosis Expands the differential diagnosis |

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| <ul style="list-style-type: none"> Gives examples of interactions between medical and psychiatric symptoms and disorders Lists examples of interactions between psychiatric symptoms and psychosocial stressors Participates, with support from supervisors, in diagnostic formulation and case conceptualization | <p>and federal policies) interact with pediatric health and illness</p> <ul style="list-style-type: none"> Organizes and accurately summarizes information obtained as applied to presenting question Describes patients' symptoms and problems, precipitating stressors or events, predisposing life events or stressors, perpetuating and protective factors, and prognosis Begins to formulate appropriate diagnosis, demonstrating understanding of basic DSM-5 criteria, with significant supervision | <ul style="list-style-type: none"> Presents information to demonstrate how diagnosis is based on objective information obtained during the evaluation while guarding against decision-making biases Under moderate supervision, formulates appropriate diagnosis and recommendations demonstrating understanding of DSM-5, and ICD-10, criteria across various diagnoses | <ul style="list-style-type: none"> Efficiently synthesizes all information into a concise but comprehensive formulation Demonstrates case conceptualization and treatment planning that are highly integrative across contexts and adaptive to the changing needs of patients Independently formulates appropriate diagnosis and recommendations, demonstrating understanding of rare or unique cases Incorporates subtle, unusual, or conflicting reports into hypotheses and formulations, including developmental, family, and systems factors | <p>to include subtle or rare presentations or disorders</p> <ul style="list-style-type: none"> Shows sufficient knowledge to identify treatment options for uncommon psychiatric conditions in patients with medical disorders Demonstrates flexibility in making diagnosis and recommendations when all relevant data is not available |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | |
| Not yet achieved Level 1 <input type="checkbox"/> | | | | |

| COMPETENCY: ASSESSMENT | | | | |
|--|---|--|---|--|
| ELEMENT: Communication of Assessment Findings | | | | |
| ITEM: 6D | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Aware of models of report writing and progress notes</p> <p>Examples:</p> <ul style="list-style-type: none"> Demonstrates knowledge of content of evaluation reports and progress notes Writes select portions of psychological reports with significant supervision | <p>Describes results of common measures in written reports and progress notes</p> <p>Examples:</p> <ul style="list-style-type: none"> Provides appropriate organization/structure to reports and progress notes Writes partial psychological reports Discusses with supervisor how findings will be related to parents/child Verbally communicates some select portions of the assessment results to parents/child during feedback | <p>Effectively writes assessment reports and progress notes and communicates assessment findings verbally to client/caregivers with moderate supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> Writes complete psychological reports that includes accurate synthesis of results with moderate supervision Reports reflect data that has been collected via interview and all other assessment modalities Works with supervisor to prepare and provide feedback regarding findings | <p>Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner – for variety of diagnoses with minimal supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> Reports reflect data that has been collected via interview and standardized measures Effectively communicates the results of assessments in written form appropriately tailored for various consumers with minimal supervision | <p>Independently communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner – For a broad variety of diagnoses and concerns.</p> <p>Examples:</p> <ul style="list-style-type: none"> Writes an effective, comprehensive report, with adjustments for concerns outside of expertise Reports written for varied audiences Constructs verbal feedback sessions to be both instructive and change invoking – the |

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| | | <ul style="list-style-type: none"> • Includes both strengths and weaknesses in written and verbal feedback • Communicates diagnostic information (including both primary and comorbid diagnoses and the relationships among them) to client/caregivers in clear and direct language • Results are provided in an open and honest, yet supportive and sensitive manner • Answers questions appropriately with supervisor support • Awareness that the verbal feedback sessions can be both instructive and change invoking – the beginnings of a therapeutic process | <ul style="list-style-type: none"> • Effectively communicates complete diagnostic picture, rule-outs, assessment results, limitations of findings, and makes appropriate recommendations verbally in a supportive manner to clients/caregivers with minimal supervision • Includes both strengths and weaknesses in written and verbal feedback • Flexibly communicates results based on family understanding with minimal supervision • Appropriately recognizes the therapeutic process involved in feedback sessions • Effectively answers questions with minimal supervision | beginnings of a therapeutic process <ul style="list-style-type: none"> • Flexibly communicates results based on family understanding • Efficiently communicates results while minimizing jargon • Effectively answers questions from client/caregivers – to include effectively managing sensitive and potentially controversial topics, as well as being able to construct appropriate responses to novel questions/concerns • Effectively manages client/caregiver grief in feedback session |
|--|--|--|---|--|

Comments:

Not yet achieved Level 1

ASSESSMENT AVERAGE: _____

ASSESSMENT COMMENTS:

Competency VII: Intervention

Demonstrate competence in evidence-based interventions consistent with a variety of diagnoses, problems and needs and across a range of therapeutic orientations, techniques, and approaches

| COMPETENCY: INTERVENTION ELEMENT: Knowledge and Application of Evidence-Based Practice ITEM: 7A | | | | |
|--|--|---|--|---|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Demonstrates basic knowledge of the <i>value</i> of evidence-based practice and its role in scientific psychology</p> <p>Examples:</p> <ul style="list-style-type: none"> Articulates the relationship of EBP to the science of psychology Discusses in supervision different interventions and explanations for their use based on EBP Selects an appropriate evidence-based information tool to meet self-identified learning or clinical goals | <p>Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications;</p> <p>Examples:</p> <ul style="list-style-type: none"> Formulates a searchable question from a clinical practice problem and conducts a basic online search to answer it Investigates existing literature related to problems and client issues with supervisor guidance Identifies basic strengths and weaknesses of different assessment and intervention approaches Critically appraises different types of research, including RCT's, systematic reviews, meta-analyses and practice guidelines Selects reasonable (evidence-based) interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting | <p>Applies knowledge of EBP, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences</p> <p>Examples:</p> <ul style="list-style-type: none"> Independently searches for and discriminates among evidence relevant to clinical practice problems Creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences in consultation with supervisor Applies knowledge of EBP, including empirical bases of assessment, intervention and other applications with moderate supervision Writes a statement of own evidence-based theoretical perspective regarding intervention strategies Applies the concept and value of evidence-based practice and its role in scientific and applied psychology Shows improvement in clinical practice based on continual self-assessment and evidence-based information | <p>Begins to self-monitor own process of keeping up to date with evidence-based practice and uses EBP effortlessly with clients requiring little supervision; continues to consult on complicated cases</p> <p>Examples:</p> <ul style="list-style-type: none"> Writes a comprehensive case summary incorporating evidence-based practice Presents rationale for intervention strategies that include empirical support Identifies and meets self-directed learning and clinical goals with little external guidance Sustains a practice of self-assessment and keeping up with relevant changes in psychology and applied evidence appropriately to practice | <p>Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences; models and disseminates EBP</p> <p>Examples:</p> <ul style="list-style-type: none"> Independently creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences Teaches others techniques to efficiently incorporate evidence gathering into clinical workflow Contributes to the knowledge base and disseminates new information through peer-reviewed publication and other scholarly activity |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <p>Comments:</p> <p style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></p> | | | | |

COMPETENCY: INTERVENTION
ELEMENT: Intervention Implementation
ITEM: 7B

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|---|--|--|
| <p>Demonstrates basic knowledge of intervention strategies</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates awareness of the concept of evidence-based practice • Articulates awareness of theoretical basis of one intervention and some general strategies associated with that intervention • States treatment agenda at the beginning of therapy or consultative sessions | <p>Demonstrates basic ability to establish a therapeutic relationship with clients</p> <p>Examples:</p> <ul style="list-style-type: none"> • Discusses possible evidenced-based interventions for use with clients⁴ • Uses communication to establish and maintain a therapeutic alliance; sees beyond stereotypes and works to tailor communication to the individual; a wealth of experience has led to development of scripts for the gamut of difficult communication scenarios; is able to adjust scripts ad hoc for specific encounters⁵ • Sets session goals and agenda with client in a collaborative manner⁶ • Illustrates rationale for each therapeutic technique utilized in session (to client and/or supervisor depending on orientation)⁶ | <p>Displays clinical skills within the context of a therapeutic relationship</p> <p>Examples:</p> <ul style="list-style-type: none"> • Case presentations demonstrate application of evidence-based practice • Discusses evidence based practices during supervision¹ • Ability to devise, implement and flexibly revise an EBP plan by selecting, sequencing, and applying the most appropriate techniques, at the appropriate dosage for the current formulation • Implements evidence-based treatment interventions to support overall treatment goals³ • Implements evidenced-based wellness, health promotion, and prevention interventions appropriate to the health concern • Terminates treatment successfully • Applies specific evidence-based interventions • Presents case that documents application of evidence-based practice | <p>Implements interventions with fidelity to empirical models</p> <p>Examples:</p> <ul style="list-style-type: none"> • Independently and effectively implements a typical range of intervention strategies appropriate to practice setting • Effectively communicates about progress/treatment updates in written and verbal form appropriately tailored for various consumers (e.g., patients, other medical professionals) and professional contexts (e.g., team meeting, family meeting) • Effectively educates clients, families, and the public as part of all communication; intuitively handles the gamut of difficult communication scenarios with grace and humility | <p>Flexibility to adapts empirical treatment models where appropriate</p> <p>Examples:</p> <ul style="list-style-type: none"> • Independently recognizes and manages special circumstances |

Comments:

Not yet achieved Level 1

COMPETENCY: INTERVENTION
ELEMENT: Progress Evaluation
ITEM: 7C

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|---|---|--|
| <p>Demonstrates beginning knowledge of the assessment of intervention progress and outcome</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulate an understanding of the use of repeated assessment to guide treatment | <p>Treatment goals are created in a measurable and observable format; Treatment progress is monitored, but a measure of treatment progress is not identified⁴</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies measures of treatment progress and outcome by name • Appropriately administers and scores treatment progress and outcome measures • Assesses and documents treatment progress and outcomes | <p>Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures with the support of supervisor</p> <p>Examples:</p> <ul style="list-style-type: none"> • Describes instances of lack of progress and actions taken in response • Demonstrates ability to evaluate treatment progress in context of evidence based interventions • Alters treatment plan accordingly with the support of supervisor | <p>Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures with minimal support from supervisor</p> <p>Examples:</p> <ul style="list-style-type: none"> • Independently and accurately identifies actions needed to take response to lack of progress • Implements identified actions with minimal support from supervisor • Alters treatment plan accordingly with minimal support of supervisor | <p>Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures</p> <p>Examples:</p> <ul style="list-style-type: none"> • Critically evaluates own performance in the treatment role • Seeks consultation when necessary • Independently assesses treatment effectiveness & efficiency |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments:

Not yet achieved Level 1

INTERVENTION AVERAGE: _____

INTERVENTION COMMENTS:

Competency VIII: Supervision

Supervision involves the mentoring and monitoring of trainees and others in the development of competence and skill in professional practice and the effective evaluation of those skills. Supervisors act as role models and maintain responsibility for the activities they oversee.

| COMPETENCY: SUPERVISION ELEMENT: Supervisory Practices ITEM: 8A | | | | |
|--|--|--|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| <p>Basic knowledge of and sensitivity to issues related to individual and cultural differences as they apply to the supervision relationship and process</p> <p>Examples:</p> <ul style="list-style-type: none"> Respects the diversity of all members of the supervision triad, including the supervisor, the supervisee and the client(s) Understands the power differential inherent in the supervisory relationship Discusses basic knowledge of literature on individual and cultural differences and engages in respectful interaction that reflect that knowledge | <p>Demonstrates ability to apply basic supervisory practices; Begins to provide helpful supervisory input in peer and group supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> Provides comments that ensures the welfare of the client(s) being discussed in group rounds Assumes a role in the clinical teaching of early learners; expands on basic topics to members of a group process unfamiliar with terms being discussed Provides effective supervision to trainees and staff from other health professions pertaining to principles of psychology practice when appropriate, and with supervisory guidance Identifies core skills on which to provide feedback to peers Demonstrates ability to provide constructive criticism to peers | <p>Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting with ongoing supervision; incorporating topics of diversity</p> <p>Examples:</p> <ul style="list-style-type: none"> Initiates collaborative discussion of the expectations, goals, and tasks of supervision Provides didactic input appropriate to supervisee's emerging competence and learning needs Attends to personal factors, unusual emotional reactivity and countertransference and engaging in management of these to inform the clinical process Initiates discussion about diversity, values, beliefs, biases, interpersonal styles that may affect the supervisory relationship and process Demonstrates knowledge of ICD literature and APA guidelines in supervision practice HSP: establishes relationship conditions with See that promote trust, reliability, predictability, competence, perceived expertise and developmentally appropriate challenge Coordinates with other training professionals to ensure communication and coordination of goals and expectations Teaches others techniques to efficiently incorporate evidence gathering into clinical workflow | <p>Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting while integrating diversity topics consistently</p> <p>Examples</p> <ul style="list-style-type: none"> Modifies teaching strategies based on learner's needs unique to health-care settings Helps supervisee develop evidence based treatment plans Directs supervisee to literature that may inform case Provides supervision input according to developmental level of supervisee Uses effective supervision processes (such as role-playing and modeling) to develop the trainee's skills in pediatric psychology applications, evidence based applications Teaches others techniques to efficiently incorporate evidence gathering into clinical workflow Supervises treatment planning of other learners and multidisciplinary providers | <p>Provides culturally sensitive supervision independently to others in routine and increasingly difficult cases;</p> <p>Examples:</p> <ul style="list-style-type: none"> Enhances supervisee reflection on clinical practice and the process of supervision Encourages supervisee to discuss reactions and helps supervisee develop strategies to use reactions in service of clients Demonstrates integration of diversity and multiple identity aspects in conceptualization of supervision process with all participants 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 Effectively mentors other health care providers in leadership, communication skills, and conflict management Teaches and supervises other learners in clinical evaluation |

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|--|--|--|--|--|
| | | <ul style="list-style-type: none"> • Demonstrates sufficient knowledge of psychotherapy to teach and supervise others effectively | <ul style="list-style-type: none"> • Teaches formulation to advanced learners | |
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Comments:

Not yet achieved Level 1

SUPERVISION AVERAGE: _____

SUPERVISION COMMENTS:

Competency IX: Consultation and interprofessional/interdisciplinary skills

Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities. Demonstrate aptitude applying 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.

| COMPETENCY: CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS ELEMENT: Role of consultant-knowledge of what a consultant is and how it is different from other roles ITEM: 9A | | | | |
|--|---|--|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Demonstrates exposure level awareness of psychological consultation Examples: <ul style="list-style-type: none"> • Observes consultation practice in organizational setting • Expresses awareness of the difference between the role of a consultant and the role of a therapist | Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher) Examples: <ul style="list-style-type: none"> • Describes role of the consultant and is able to articulate how this is similar/different from other roles under supervision. • Articulates understanding and respect for perspectives of other professions | Describes the basic consultative framework and various consultative approaches Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings under supervision Demonstrates respect and knowledge of roles of other professions as they may overlap with psychology (such as psychiatry and social work) under moderate supervision Examples: <ul style="list-style-type: none"> • Recognizes clinical situations in which consultation is appropriate (school, medical, community) in supervision • Demonstrates understanding of value of other professions' perspectives, including instances when perspectives may be different than their own • Compares and contrasts consultation, clinical, and supervision roles under supervision • Articulates different forms of consultation (e.g., mental health, educational, systems, advocacy) under supervision • Describes a consultant's role in a hypothetical professional activity | Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings independently Describes the basic consultative framework and various consultative approaches with minimal supervision Demonstrates respect and knowledge of roles of other professions as they may overlap with psychology (such as psychiatry and social work) with minimal supervision Examples: <ul style="list-style-type: none"> • Discusses new methods of consultation based on literature • Applies new methods of consultation as appropriate to diagnosis • Accurately describes consultant's role in a complex hypothetical case where other mental health professionals are involved • Discusses with supervisor ways of handling situations where consultants have different views with supervision | Demonstrates role of consultant independently Designs consultation services to meet the referral needs of different populations Independently defines different consultation roles within a team Examples: <ul style="list-style-type: none"> • Leads a consultation team • Creates new consultation services based on need • Sustains a practice of self-assessment and keeping up with relevant changes in consultation methods • Independently manages situations where opinions vary between consultants |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Comments: | | | | |
| Not yet achieved Level 1 <input type="checkbox"/> | | | | |

COMPETENCY: CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

ELEMENT: Application of consultation methods-ability to function as a consultant

ITEM: 9B

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|---|--|---|
| <p>No expectation of ability to apply consultation methods</p> | <p>Observes different consultative methods and comments on their application</p> <p>Examples:</p> <ul style="list-style-type: none"> Discusses application of different consultative methods for different settings in supervision | <p>Demonstrates role of consultant with moderate supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> Demonstrates ability to identify collaborative methods across systems, clients, or settings Identifies appropriate interventions based on consultation assessment findings with moderate supervision Identifies and implements consultation interventions that meet consultee goals with moderate supervision Accurately matches professional role function to situation with moderate supervision Provides integrated care for patients and families through collaboration with other professionals with moderate supervision | <p>Demonstrates role of consultant with minimal supervision</p> <p>Determines situations that require different role functions and shifts roles accordingly to meet referral needs</p> <p>Examples:</p> <ul style="list-style-type: none"> Identifies and implements consultation interventions based on assessment findings with minimal supervision Identifies and implements consultation interventions that meet consultee goals with minimal supervision Accurately matches professional role function to situation with minimal supervision Provides integrated care for patients and families through collaboration with other professionals with minimal supervision Provides consultation to a variety of community-based systems (e.g., schools, courts), medical professionals, and mental health professionals with minimal supervision | <p>Provides consultation to organizations to improve the health care team and patient safety <u>independently</u></p> <p>Examples:</p> <ul style="list-style-type: none"> Provides integrated care for patients and families through collaboration with other professionals independently Provides consultation to a variety of community-based systems (e.g., schools, courts), medical professionals, and mental health professionals independently Supervises junior learners in providing consultation to other systems |

Comments:

Not yet achieved Level 1

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS AVERAGE: _____

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS COMMENTS:

| Signature | Date |
|--------------------|------|
| Supervisor: | |
| Supervisor: | |
| Trainee: | |
| Training Director: | |