

COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY

Appendix (i.e., Items with Examples)

This Appendix includes examples to further clarify items or to illustrate possible ways the item may show up in a training setting. This list of examples is not exhaustive, and it may be helpful to create examples that are specific to your training setting.

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comporment that reflect the values and attitudes of psychology.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
1A. Integrity - Honesty, personal responsibility and adherence to professional values		
<p>Understands professional values; honest, responsible</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates honesty, even in difficult situations • Takes responsibility for own actions • Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct 	<p>Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies situations that challenge professional values, and seeks faculty/supervisor guidance as needed • Demonstrates ability to discuss failures and lapses in adherence to professional values with supervisors/faculty as appropriate 	<p>Monitors and independently resolves situations that challenge professional values and integrity</p> <p>Examples:</p> <ul style="list-style-type: none"> • Takes independent action to correct situations that are in conflict with professional values • Addresses situations that challenge professional values
1B. Deportment		
<p>Understands how to conduct oneself in a professional manner</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates appropriate personal hygiene and attire • Distinguishes between appropriate and inappropriate language and demeanor in professional contexts 	<p>Communication and physical conduct (including attire) is professionally appropriate, across different settings</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates awareness of the impact behavior has on client, public and profession • Utilizes appropriate language and demeanor in professional communications 	<p>Conducts self in a professional manner across settings and situations</p> <p>Examples:</p> <ul style="list-style-type: none"> • Verbal and nonverbal communications are appropriate to the professional context, including in challenging interactions • Flexibly shifts demeanor to effectively meet requirements of professional situation and enhance outcomes

Professional Values and Attitudes continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
1C. Accountability		
Accountable and reliable Examples: <ul style="list-style-type: none"> • Turns in assignments in accordance with established deadlines • Demonstrates personal organization skills • Plans and organizes own workload • Follows policies and procedures of institution • Follows through on commitments 	Accepts responsibility for own actions Examples: <ul style="list-style-type: none"> • Completes required case documentation promptly and accurately • Accepts responsibility for meeting deadlines • Available when “on-call” • Acknowledges errors • Utilizes supervision to strengthen effectiveness of practice 	Independently accepts personal responsibility across settings and contexts Examples: <ul style="list-style-type: none"> • Enhances own professional productivity • Holds self accountable for and submits to external review of quality service provision
1D. Concern for the Welfare of Others		
Demonstrates awareness of the need to uphold and protect the welfare of others Examples: <ul style="list-style-type: none"> • Displays initiative to help others • Articulates importance of concepts of confidentiality, privacy, and informed consent • Demonstrates compassion (awareness of suffering and the wish to relieve it) for others 	Acts to understand and safeguard the welfare of others Examples: <ul style="list-style-type: none"> • Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds • Determines when response to client needs takes precedence over personal needs 	Independently acts to safeguard the welfare of others Examples: <ul style="list-style-type: none"> • Communications and actions convey sensitivity to individual experience and needs while retaining professional demeanor and deportment • Respectful of the beliefs and values of colleagues even when inconsistent with personal beliefs and values • Demonstrates compassion for others who are dissimilar from oneself, who express negative affect (e.g., hostility), and/or who seek care for proscribed behavior, such as violence, predation, or dangerousness
1E. Professional Identity		
Demonstrates beginning understanding of self as professional: “thinking like a psychologist” Examples: <ul style="list-style-type: none"> • Demonstrates knowledge of the program and profession (training model, core competencies) • Demonstrates knowledge about practicing within one’s competence 	Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development Examples: <ul style="list-style-type: none"> • Has membership in professional organizations • Attends colloquia, workshops, conferences • Consults literature relevant to client care 	Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice Examples: <ul style="list-style-type: none"> • Keeps up with advances in profession

2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
2A. 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		
Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others Examples: <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) 	Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation Examples: <ul style="list-style-type: none"> • Uses knowledge of self to monitor effectiveness as a professional • Initiates supervision about diversity issues 	Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation Examples: <ul style="list-style-type: none"> • Uses knowledge of self to monitor and improve effectiveness as a professional • Seeks consultation or supervision when uncertain about diversity issues
2B. Others as Shaped by Individual and Cultural Diversity and Context		
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings Examples: <ul style="list-style-type: none"> • Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals • Articulates beginning understanding of the way culture and context are a consideration in working with clients 	Applies knowledge of others as cultural beings in assessment, treatment, and consultation Examples: <ul style="list-style-type: none"> • Demonstrates understanding that others may have multiple cultural identities • Initiates supervision about diversity issues with others 	Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation Examples: <ul style="list-style-type: none"> • Uses knowledge of others to monitor and improve effectiveness as a professional • Seeks consultation or supervision when uncertain about diversity issues with others
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context		
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others Examples: <ul style="list-style-type: none"> • Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals • Articulates beginning understanding of the way culture and context are a consideration in the therapeutic relationship 	Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others Examples: <ul style="list-style-type: none"> • Understands the role that diversity may play in interactions with others • Initiates supervision about diversity issues in interactions with others 	Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation Examples: <ul style="list-style-type: none"> • Uses knowledge the role of culture in interactions to monitor and improve effectiveness as a professional • Seeks consultation or supervision when uncertain about diversity issues in interactions with others

Individual and Cultural Diversity continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
2D.. Applications based on Individual and Cultural Context		
<p>Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates basic knowledge of literatures on individual and cultural differences and engages in respectful interactions that reflect this knowledge • Seeks out literature on individual and cultural differences to inform interactions with diverse others 	<p>Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates knowledge of ICD literature and APA policies, including guidelines for practice with diverse individuals, groups and communities • Works effectively with diverse others in professional activities • Demonstrates awareness of effects of oppression and privilege on self and others 	<p>Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work</p> <p>Examples:</p> <ul style="list-style-type: none"> • Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others • Articulates and uses alternative and culturally appropriate repertoire of skills and techniques and behaviors • Seeks consultation regarding addressing individual and cultural diversity as needed • Uses culturally relevant best practices

3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
3A. Knowledge of ethical, legal and professional standards and guidelines		
<p>Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent • Identifies key documents/policies that guide the practice of psychology (e.g., APA Ethical Principles and Code of Conduct) 	<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</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies ethical dilemmas effectively • Actively consults with supervisor to act upon ethical and legal aspects of practice • Addresses ethical and legal aspects within the case conceptualization • Discusses ethical implications of professional work • Recognizes and discusses limits of own ethical and legal knowledge • Demonstrates intermediate knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent 	<p>Demonstrates advanced knowledge and application 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"> • Addresses complex ethical and legal issues • Articulates potential conflicts in complex ethical and legal issues. • Seeks to prevent problems and unprofessional conduct • Demonstrates advanced knowledge of typical legal issues, including child and elder abuse reporting, HIPAA,, confidentiality, and informed consent
3B. Awareness and Application of Ethical Decision Making		
<p>Demonstrates awareness of the importance of applying an ethical decision model to practice</p> <p>Examples:</p> <ul style="list-style-type: none"> • Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, Informed consent, confidentiality, multiple relationships, and competence) • Demonstrates awareness of an ethical decision making model applied to case vignettes 	<p>Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma</p> <p>Examples:</p> <ul style="list-style-type: none"> • Uses an ethical decision-making model when discussing cases in supervision • Identifies ethical implications in cases and understands the ethical elements present in ethical dilemma or question • Discusses ethical dilemmas and decision making in supervision, staff meetings, presentations, practicum settings 	<p>Independently utilizes an ethical decision-making model in professional work</p> <p>Examples:</p> <ul style="list-style-type: none"> • Applies applicable ethical principles and standards in professional writings and presentations • Applies applicable ethics concepts in research design and subject treatment • Applies ethics and professional concepts in teaching and training activities • Develops strategies to seek consultation regarding complex ethical and legal dilemmas • Takes appropriate steps when others behave unprofessionally • Identifies potential conflicts between personal belief systems, APA Ethics Code and legal issues in practice

Ethical Legal Standards and Policy continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
3C. Ethical Conduct		
Displays ethical attitudes and values Examples: <ul style="list-style-type: none"> • Evidences desire to help others • Shows honesty and integrity; values ethical behavior • Demonstrates personal courage consistent with ethical values of psychologists • Displays appropriate boundary management 	Integrates own moral principles/ethical values in professional conduct Examples: <ul style="list-style-type: none"> • Is able to articulate knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues • Is able to spontaneously discuss intersection of personal and professional ethical and moral issues 	Independently integrates ethical and legal standards with all competencies Examples: <ul style="list-style-type: none"> • Demonstrates adherence to ethical and legal standards in professional activities • Takes responsibility for continuing professional development
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.		
4A. Reflective Practice		
Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice Examples: Demonstrates openness to: <ul style="list-style-type: none"> • considering own personal concerns and issues • recognizing impact of self on others • articulating attitudes, values, and beliefs toward diverse others • self-identifying multiple individual and cultural identities • systematically reviewing own professional performance with supervisors/teachers 	Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity Examples: <ul style="list-style-type: none"> • Is able to articulate attitudes, values, and beliefs toward diverse others • Recognizes impact of self on others • Self-identifies multiple individual and cultural identities • Is able to describe how others experience him/her and identifies roles one might play within a group • Responsively utilizes supervision to enhance reflectivity • Reviews own professional performance via video or audiotape with supervisors • Displays ability to adjust professional performance as situation requires. 	Demonstrates reflectivity both during and after professional activity; acts upon reflection; uses self as a therapeutic tool Examples: <ul style="list-style-type: none"> • Monitors and evaluates attitudes, values and beliefs towards diverse others • Systematically and effectively monitors and adjusts professional performance in action as situation requires • Recognizes and addresses own problems, minimizing interference with competent professional functioning

Reflective Practice/Self-Assessment/Self-Care continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
4B. Self-Assessment		
<p>Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates awareness of competencies for professional training • Develops initial competency goals for early training (with input from faculty) 	<p>Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills</p> <p>Examples:</p> <ul style="list-style-type: none"> • Self-assessment comes close to congruence with assessment by peers and supervisors • Identifies areas requiring further professional growth • Writes a personal statement of professional goals • Identifies learning objectives for overall training plan • Systemically and effectively reviews own professional performance via videotape or other technology 	<p>Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills</p> <p>Examples:</p> <ul style="list-style-type: none"> • Accurately identifies level of competence across all competency domains • Accurately assesses own strengths and weaknesses and seeks to prevent or ameliorate impact on professional functioning • Recognizes when new/improved competencies are required for effective practice • Writes a personal statement of professional goals identifying areas for further professional growth, with extended plans to achieving the goals
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)		
<p>Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates benefits of engaging in self-care • Makes use of opportunities to engage in self-care 	<p>Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice</p> <p>Examples:</p> <ul style="list-style-type: none"> • Takes action recommended by supervisor for self-care to ensure effective training • Maintains/alters weekly schedule to allow for self care activities 	<p>Self-monitors issues related to self-care and promptly intervenes when disruptions occur</p> <p>Examples:</p> <ul style="list-style-type: none"> • Anticipates and self-identifies disruptions in functioning and intervenes at an early stage/with minimal support from supervisors

Reflective Practice/Self-Assessment/Self-Care continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
4D. Participation in Supervision Process		
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship Examples: <ul style="list-style-type: none"> • Demonstrates willingness to admit errors and accept feedback • Acknowledges supervisor's differing viewpoints in supervision 	Effectively participates in supervision Examples: <ul style="list-style-type: none"> • Seeks supervision to improve performance; presents work for feedback, and integrates feedback into performance • Initiates discussion with supervisor of own reaction to client/patients in session • Seeks supervisor's perspective on client progress 	Independently seeks supervision when needed Examples: <ul style="list-style-type: none"> • Seeks supervision when personal problems may interfere with professional activities • Seeks supervision when working with client problems for which he/she has had limited experience to ensure competence of services

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
5A. Interpersonal Relationships		
Displays interpersonal skills Examples: <ul style="list-style-type: none"> • Listens and is empathic with others • Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. • Demonstrates interpersonal skills verbally and non-verbally • Receives feedback • Works cooperatively and collaboratively with peers 	Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines Examples: <ul style="list-style-type: none"> • Forms effective working alliances with most clients • Engages with supervisors to work effectively • Involved in departmental, institutional, or professional activities or governance • Demonstrates respectful and collegial interactions with those who have different professional models or perspectives 	Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities Examples: <ul style="list-style-type: none"> • Effectively negotiates conflictual, difficult and complex relationships including those with individuals and groups that differ significantly from oneself • Maintains satisfactory interpersonal relationships with clients, peers, faculty, allied professionals, and the public

Relationships continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
5B. Affective Skills		
<p>Displays affective skills</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates affect tolerance • Tolerates interpersonal conflict • Demonstrates awareness of inner emotional experience • Demonstrates emotional maturity • Listens to and acknowledges feedback from others • Notices and expresses feelings • Demonstrates comfort with a range of emotions • Affect does not overwhelm judgment • Is flexible when things don't go according to plan 	<p>Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates active problem-solving • Makes appropriate disclosures regarding problematic interpersonal situations • Acknowledges own role in difficult interactions • 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 • Demonstrates understanding of diverse viewpoints in challenging interactions • Provides feedback to supervisor regarding supervisory process • Provides feedback to peers regarding peers' clinical work in context of group supervision or case conference • Accepts and implements supervisory feedback nondefensively • Maintains affective equilibrium and focus on therapeutic task in face of client distress • Tolerates ambiguity and uncertainty 	<p>Manages difficult communication; possesses advanced interpersonal skills</p> <p>Examples:</p> <ul style="list-style-type: none"> • Accepts, evaluates and implements feedback from others • Uses affective reactions in the service of resolving disagreements or fostering growth in others • Tolerates patient's feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue • Allows, enables, and facilitates the patient's exploration and expression of affectively difficult issues • Works flexibly with patients' intense affects which could destabilize the therapeutic relationship

Relationships continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
5C. Expressive Skills		
<p>Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills</p> <p>Examples:</p> <ul style="list-style-type: none"> • Written work is organized, easy to understand, and conveys the main points • Shares opinions with others using language that others can understand • Non-verbal behavior is consistent with verbal communications 	<p>Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language</p> <p>Examples:</p> <ul style="list-style-type: none"> • Uses professional terms and concepts appropriately and clearly in discussions, case reports, etc. • Understands terms and concepts used in professional texts and in others' case reports • Communication is understandable, consistent across expressive modalities • Prepares clearly written assessment reports • Presents clinical process to supervisor in a succinct, organized, well-summarized way • Provides verbal feedback to client regarding assessment and diagnosis using language the client can understand • Presents clear, appropriately detailed clinical material 	<p>Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates descriptive, understandable command of language, both written and verbal • Communicates clearly and effectively with clients • Uses appropriate professional language when dialoguing with other healthcare providers • Prepares sophisticated and compelling case reports • Treatment summaries are concise, yet comprehensive

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
6A. Scientific Mindedness		
Displays critical scientific thinking Examples: <ul style="list-style-type: none"> • Questions assumptions of knowledge • Evaluates study methodology and scientific basis of findings • Presents own work for the scrutiny of others 	Values and applies scientific methods to professional practice Examples: <ul style="list-style-type: none"> • Uses literature to support ideas in case conferences and supervision • Formulates appropriate questions regarding case conceptualization • Generates hypotheses regarding own contribution to therapeutic process and outcome 	Independently applies scientific methods to practice Examples: <ul style="list-style-type: none"> • Independently accesses and applies scientific knowledge and skills appropriately to the solution of problems • Implements appropriate methodology to address research questions
6B. Scientific Foundation of Psychology		
Demonstrates understanding of psychology as a science Examples: <ul style="list-style-type: none"> • Demonstrates understanding of core scientific conceptualizations of human behavior • Demonstrates basic knowledge of the breadth of scientific psychology • Cites scientific literature to support an argument when appropriate • Evaluates scholarly literature on a topic as needed 	Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior) Examples: <ul style="list-style-type: none"> • Critically evaluates scientific literature • Demonstrates understanding of intersections across core areas of psychological science 	Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior) Examples: <ul style="list-style-type: none"> • Accurately evaluates scientific literature regarding clinical issues • Identifies multiple factors and interactions of those factors that underlie pathological behavior

Scientific Knowledge and Methods continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
6C. Scientific Foundation of Professional Practice		
Understands the scientific foundation of professional practice Examples: <ul style="list-style-type: none"> • Understands the development of evidence based practice in psychology (EBP) as defined by APA • Displays understanding of the scientific foundations of the 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 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 	Independently applies knowledge and understanding of scientific foundations independently applied to practice Examples: <ul style="list-style-type: none"> • 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
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
7A. Scientific Approach to Knowledge Generation		
Participates effectively in scientific endeavors when available Examples: <ul style="list-style-type: none"> • Demonstrates understanding that psychologists evaluate the effectiveness of their professional activities • Open to scrutiny of one's work by peers and faculty • Writes literature review as part of course requirement • Assists faculty with research projects 	Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology Examples: <ul style="list-style-type: none"> • Demonstrates understanding of research methods and techniques of data analysis • Demonstrates research and scholarly activity, which may include presentations at conferences; participation in research teams; submission of manuscripts for publication • Demonstrates being a critical consumer of research 	Generates knowledge Examples: <ul style="list-style-type: none"> • Engages in systematic efforts to increase the knowledge base of psychology through implementing and reviewing research • Uses methods appropriate to the research question, setting and/or community • Consults and partners with community stakeholders when conducting research in diverse communities

Research/Evaluation continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
7B. Application of Scientific Method to Practice		
No expectation at this level	Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs Examples: <ul style="list-style-type: none"> • Describes how outcomes are measured in each practice activity • Demonstrates knowledge of program evaluation 	Applies scientific methods of evaluating practices, interventions, and programs Examples: <ul style="list-style-type: none"> • Evaluates practice activities using accepted techniques • Compiles and analyzes data on own clients (outcome measurement) • Uses findings from outcome evaluation to alter intervention strategies as indicated • Participates in program evaluation

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
8A. Knowledge and Application of Evidence-Based Practice		
<p>Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value 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 • Identifies basic strengths and weaknesses of different assessment and intervention approaches 	<p>Applies knowledge of evidence-based practice, 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"> • Demonstrates knowledge of interventions and explanations for their use based on EBP • Demonstrates the ability to select interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting • Investigates existing literature related to problems and client issues • Writes a statement of own theoretical perspective regarding intervention strategies • Creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences in consultation with supervisor 	<p>Independently applies knowledge of evidence-based practice, 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"> • Writes a case summary incorporating evidence-based practice • Presents rationale for intervention strategy that includes empirical support • Independently creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences

9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
9A. Knowledge of Measurement and Psychometrics		
<p>Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates awareness of the benefits and limitations of standardized assessment • Demonstrates knowledge of the construct(s) being assessed • Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction 	<p>Selects assessment measures with attention to issues of reliability and validity</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies appropriate assessment measures for cases seen at practice site • Consults with supervisor regarding selection of assessment measures 	<p>Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates awareness and competent use of culturally sensitive instruments, norms • Seeks consultation as needed to guide assessment • Describes limitations of assessment data reflected in assessment reports
9B. Knowledge of Assessment Methods		
<p>Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam</p> <p>Examples:</p> <ul style="list-style-type: none"> • Accurately administers and scores various assessment tools in non-clinical (e.g. course) contexts • Demonstrates knowledge of initial interviewing methods(both structured and semi-structured interviews, mini-mental status exam) 	<p>Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates intermediate level ability to accurately select, administer, score and interpret assessment tools with client populations • Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams 	<p>Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning</p> <p>Examples:</p> <ul style="list-style-type: none"> • Independently and accurately selects, administers, and scores and interprets assessment tools with clinical populations • Selection of assessment tools reflects a flexible approach to answering the diagnostic questions • Comprehensive reports include discussion of strengths and limitations of assessment measures as appropriate • Interview and report lead to formulation of a diagnosis and the development of appropriate treatment plan

Assessment continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
9C. Application of Assessment Methods		
<p>Demonstrates knowledge of measurement across domains of functioning and practice settings</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information • Demonstrates awareness of need for selection of assessment measures appropriate to population/problem 	<p>Selects appropriate assessment measures to answer diagnostic question</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 • Demonstrates ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise) 	<p>Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice</p> <p>Examples:</p> <ul style="list-style-type: none"> • Independently selects assessment tools that reflect awareness of client population served at practice site • Interprets assessment results accurately taking into account limitations of the evaluation method • Provides meaningful, understandable and useful feedback that is responsive to client need
9D. Diagnosis		
<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"> • Identifies DSM criteria • Describes normal development consistent with broad area of training 	<p>Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates relevant developmental features and clinical symptoms as applied to presenting question • Demonstrates ability to identify problem areas and to use concepts of differential diagnosis 	<p>Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity</p> <p>Examples:</p> <ul style="list-style-type: none"> • Treatment plans incorporate relevant developmental features and clinical symptoms as applied to presenting problem • Demonstrates awareness of DSM and relation to ICD codes • Independently identifies problem areas and makes a diagnosis

Assessment continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
9E. Conceptualization and Recommendations		
Demonstrates basic knowledge of formulating diagnosis and case conceptualization Examples: <ul style="list-style-type: none"> • Discusses diagnostic formulation and case conceptualization in courses • Prepares basic reports which articulate theoretical material 	Utilizes systematic approaches of gathering data to inform clinical decision-making Examples: <ul style="list-style-type: none"> • Presents cases and reports demonstrating how diagnosis is based on case material • Makes clinical decisions based on connections between diagnoses, hypotheses and recommendations 	Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment Examples: <ul style="list-style-type: none"> • Independently prepares reports based on case material • Accurately administers, scores and interprets test results • Formulates case conceptualizations incorporating theory and case material
9F. Communication of Assessment Findings		
Demonstrates awareness of models of report writing and progress notes Examples: <ul style="list-style-type: none"> • Demonstrates knowledge of content of test reports and progress notes • Demonstrates knowledge of organization of test reports and progress notes 	Writes assessment reports and progress notes and communicates assessment findings verbally to client Examples: <ul style="list-style-type: none"> • Writes complete psychological reports • Works with supervisor to prepare and provide feedback regarding findings • Reports reflect data that has been collected via interview 	Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner Examples: <ul style="list-style-type: none"> • Writes an effective, comprehensive report • Effectively communicates assessment results verbally to clients • Reports reflect data that has been collected via interview and its limitations
10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.		
10A. Intervention planning		
Displays basic understanding of the relationship between assessment and intervention Examples: <ul style="list-style-type: none"> • Articulates a basic understanding of how intervention choices are informed by assessment (e.g., clinical intake, testing) • Articulates a basic understanding of how assessment guides the process of intervention 	Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation Examples: <ul style="list-style-type: none"> • Articulates a theory of change and identifies interventions to implement change, as consistent with the AAPI • Writes case conceptualization reports and collaborative treatment plans incorporating evidence-based practices 	Independently plans interventions; case conceptualizations and intervention plans are specific to case and context Examples: <ul style="list-style-type: none"> • Accurately assesses presenting issues taking in to account the larger life context, including diversity issues • Conceptualizes cases independently and accurately • Independently selects intervention(s) appropriate for the presenting issue(s)

Intervention continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
10B. Skills		
Displays basic helping skills Examples: <ul style="list-style-type: none"> • Demonstrates helping skills, such as empathic listening, framing problems • Uses non-verbal communication such as eye-contact and body positioning with clients to convey interest and concern 	Displays clinical skills Examples: <ul style="list-style-type: none"> • Develops rapport with clients • Develops therapeutic relationships • Demonstrates appropriate judgment about when to consult supervisor 	Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations Examples: <ul style="list-style-type: none"> • Develops rapport and relationships with wide variety of clients • Uses good judgment about unexpected issues, such as crises, use of supervision, confrontation • Effectively delivers intervention
10C. Intervention Implementation		
Demonstrates basic knowledge of intervention strategies Examples: <ul style="list-style-type: none"> • Is able to articulate awareness of theoretical basis of intervention and some general strategies • Is able to articulate awareness of the concept of evidence-based practice 	Implements evidence-based interventions Examples: <ul style="list-style-type: none"> • Case presentations demonstrate application of evidence-based practice • Discusses evidence based practices during supervision 	Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate Examples: <ul style="list-style-type: none"> • Independently and effectively implements a typical range of intervention strategies appropriate to practice setting • Independently recognizes and manages special circumstances • Terminates treatment successfully • Collaborates effectively with other providers or systems of care
10D. Progress Evaluation		
Demonstrates basic knowledge of the assessment of intervention progress and outcome Examples: <ul style="list-style-type: none"> • Identifies measures of treatment progress and outcome by name • Is able to articulate an understanding of the use of repeated assessment to guide treatment • Appropriately administers and scores treatment progress and outcome measures 	Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures Examples: <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 	Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures Examples: <ul style="list-style-type: none"> • Critically evaluates own performance in the treatment role • Seeks consultation when necessary

11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
11A. Role of Consultant		
No expectation at this level	<p>Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Is able to compare and contrast consultation, clinical, and supervision roles • Is able to describe a consultant's role in a hypothetical professional activity 	<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"> • Is able to articulate different forms of consultation (e.g., mental health, educational, systems, advocacy) • Accurately matches professional role function to situation
11B. Addressing Referral Question		
No expectation at this level	<p>Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions</p> <p>Examples:</p> <ul style="list-style-type: none"> • Implements systematic approach to data collection in a consultative role • Identifies sources and types of assessment tools 	<p>Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates ability to gather information necessary to answer referral question • Clarifies and refines referral question based on analysis/assessment of question
11C. Communication of Consultation Findings		
No expectation at this level	<p>Identifies literature and knowledge about process of informing consultee of assessment findings</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies appropriate approaches and processes for providing written and verbal feedback and recommendations to consultee • Carries out a mock presentation of findings 	<p>Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations</p> <p>Examples:</p> <ul style="list-style-type: none"> • Prepares clear, useful consultation reports and recommendations to all appropriate parties • Provides verbal feedback to consultee of results and offers appropriate recommendations

Consultation continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
11D. Application of Consultation Methods		
No expectation at this level	<p>Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies appropriate interventions based on consultation assessment findings • Demonstrates ability to identify collaborative methods across systems, clients, or settings 	<p>Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies and implements consultation interventions based on assessment findings • Identifies and implements consultation interventions that meet consultee goals

V. EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
12A. Knowledge		
No expectation at this level	Demonstrates awareness of theories of learning and how they impact teaching Examples: <ul style="list-style-type: none"> • Observes differences in teaching styles and need for response to different learning skills • Is able to articulate awareness of body of knowledge to inform teaching and learning 	Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences Examples: <ul style="list-style-type: none"> • Demonstrates knowledge of one learning strategy • Demonstrates clear communication skills
12B. Skills		
No expectation at this level	Demonstrates knowledge of application of teaching methods Examples: <ul style="list-style-type: none"> • Demonstrates example of application of teaching method • Organizes and presents information related to a topic 	Applies teaching methods in multiple settings Examples: <ul style="list-style-type: none"> • Identifies and differentiates factors for implementing particular teaching methods • Demonstrates accommodation to diverse others (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context Introduces innovation/creativity into application of teaching method

13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
13A. Expectations and Roles		
Demonstrates basic knowledge of expectations for supervision Examples: <ul style="list-style-type: none"> • Demonstrates knowledge of the process of supervision • Articulates components of effective supervision such as the working alliance 	Demonstrates knowledge of, purpose for, and roles in supervision Examples: <ul style="list-style-type: none"> • Identifies roles and responsibilities of the supervisor and supervisee in the supervision process • Demonstrates understanding of supervisor and supervisee roles in relation to client • Demonstrates understanding of vicarious liability of the supervisor 	Understands the ethical, legal, and contextual issues of the supervisor role Examples: <ul style="list-style-type: none"> • Articulates a model of supervision and reflects on how this model is applied in practice, • Integrates contextual, legal, and ethical perspectives in supervision vignettes • Writes supervisory contract that accurately reflects roles and expectations of supervisor and supervisee
13B. Processes and Procedures		
No expectation at this level	Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices Examples: <ul style="list-style-type: none"> • Presents goals and related tasks of supervisee's growth and development • Demonstrates ability to monitor and communicate progress on goals 	Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise Examples: <ul style="list-style-type: none"> • Prepares supervision contract • Assesses supervision competency • Constructs plans to deal with areas of limited competency • Articulates range of supervision methods available and the utility of such methods • Demonstrates knowledge of the scholarly literature on supervision • Identifies the basic tenets of specific model of supervision

Supervision continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
13C. Skills Development		
<p>Displays interpersonal skills of communication and openness to feedback</p> <p>Examples:</p> <ul style="list-style-type: none"> • Completes self-assessment (e.g., Hatcher & Lassiter, 2006) • Integrates faculty/supervisor feedback into self-assessment 	<p>Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals</p> <p>Examples:</p> <ul style="list-style-type: none"> • Successfully completes coursework on supervision • Demonstrates formation of supervisory relationship integrating theory and skills including knowledge of development, educational practice 	<p>Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates how supervisory relationships may enhance the development of supervisees and their clients • Elicits evaluation from supervisee about supervisory relationship and uses feedback to improve quality of supervision
13D. Supervisory Practices		
<p>No expectation at this level</p>	<p>Provides helpful supervisory input in peer and group supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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</p> <p>Examples:</p> <ul style="list-style-type: none"> • Helps supervisee develop evidence based treatment plans • Directs supervisee to literature that may inform case • Provides supervision input according to developmental level of supervisee • Encourages supervisee to discuss reactions and helps supervisee develop strategies to use reactions in service of clients • Presents supervisor of supervision with accurate account of case material and supervisory relationship, seeks input, and utilizes feedback to improve outcomes

VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
14A. Knowledge of the Shared and Distinctive Contributions of Other Professions		
<p>No expectation at this level</p>	<p>Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates the roles of other professions in patient care • Awareness of various levels of education and training required for other professions involved in patient care 	<p>Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals</p> <p>Examples:</p> <ul style="list-style-type: none"> • Reports observations of commonality and differences among professional roles, values, and standards • Demonstrates respect for and value of contributions from related professions
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts		
<p>Cooperates with others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Cooperates with others in task completion • Demonstrates willingness to listen to others 	<p>Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning</p> <p>Examples:</p> <ul style="list-style-type: none"> • Compares and contrast multidisciplinary functioning and interdisciplinary collaboration • Describes a hypothetical case involving both interdisciplinary collaboration and multidisciplinary functioning 	<p>Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates skill in interdisciplinary clinical settings in working with other professionals to incorporate psychological information into overall team planning and implementation • Communicates without jargon • Effectively resolves disagreements about diagnosis or treatment goals • Maintains own position when appropriate while acknowledging the value of others' positions and initiates mutually accepting resolutions • Supports and utilizes the perspectives of other team members

Interdisciplinary Systems continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes		
No expectation at this level	Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals Examples: <ul style="list-style-type: none"> • Identifies common challenges in delivering collaborative care • Articulates examples from the literature or direct experience on benefits of delivering collaborative care 	Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals Examples: <ul style="list-style-type: none"> • Engages in consultation with allied professionals in service of clients • Demonstrates ability to communicate shared goals •
14D. Respectful and Productive Relationships with Individuals from Other Professions		
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals Examples: <ul style="list-style-type: none"> • Expresses interest in developing collaborative relationships and respect for other professionals • Articulates the advantages in patient care afforded by working collaboratively with other disciplines 	Develops and maintains collaborative relationships and respect for other professionals Examples: <ul style="list-style-type: none"> • Communicates effectively with individuals from other professions • Demonstrates knowledge of mechanisms necessary to maintain collaborative relationships 	Develops and maintains collaborative relationships over time despite differences Examples: <ul style="list-style-type: none"> • Appreciates and integrates perspectives from multiple professions • Effectively relates to other professionals in accordance with their unique patient care roles
15. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).		
15A. Appraisal of Management and Leadership		
No expectation at this level	Forms autonomous judgment of organization's management and leadership Examples: <ul style="list-style-type: none"> • Applies theories of effective management and leadership to form an evaluation of organization • Identifies specific behaviors by management and leadership that promote or detract from organizational effectiveness 	Develops and offers constructive criticism and suggestions regarding management and leadership of organization Examples: <ul style="list-style-type: none"> • Identifies strengths and weaknesses of management and leadership or organization • Provides input appropriately; participates in organizational assessment

Management-Administration continued		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
15B. Management		
No expectation at this level	Demonstrates awareness of roles of management in organizations Examples: <ul style="list-style-type: none"> • Articulates understanding of management role in own organization(s) • Responds appropriately to direction provided by managers 	Participates in management of direct delivery of professional services; responds appropriately in management hierarchy Examples: <ul style="list-style-type: none"> • Responds appropriately to managers and subordinates • Manages DDS under supervision, e.g., scheduling, billing, maintenance of records • Identifies responsibilities, challenges, and processes of management
15C. Administration		
Complies with regulations Examples: <ul style="list-style-type: none"> • Completes assignments by due dates • Complies with relevant regulations; follows established procedures • Responds appropriately to direction provided by managers • Participates in trainings mandated by organization 	Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures Examples: <ul style="list-style-type: none"> • Articulates approved organizational policies and procedures • Completes reports and other assignments promptly • Complies with record-keeping guidelines 	Demonstrates emerging ability to participate in administration of service delivery programs Examples: <ul style="list-style-type: none"> • Demonstrates emerging leadership in clinical situations or clinical teams • Participates in institutional committees or workgroups • Develops new program offerings or clinical services
15D. Leadership		
No expectation at this level	No expectation at this level	Participates in system change and management structure Examples: <ul style="list-style-type: none"> • Provides others with face to face and written direction • Communicates appropriately to parties at all levels in the system • Participates in organizational committees • Participates in institutional planning

16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.		
READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
16A. Empowerment		
<p>Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates social, political, economic or cultural factors that may impact on human development and functioning • Demonstrates the recognition of the importance of consideration of these factors as part of the therapeutic process 	<p>Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies specific barriers to client improvement, e.g., lack of access to resources • Assists client in development of self-advocacy plans 	<p>Intervenes with client to promote action on factors impacting development and functioning</p> <p>Examples:</p> <ul style="list-style-type: none"> • Promotes client self-advocacy • Assesses implementation and outcome of client's self-advocacy plans
16B. Systems Change		
<p>Understands the differences between individual and institutional level interventions and system's level change</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates role of therapist as change agent outside of direct patient contact • Demonstrates awareness of institutional and systems level barriers to change 	<p>Promotes change to enhance the functioning of individuals</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies target issues/agencies most relevant to specific issue • Formulates and engages in plan for action • Demonstrates understanding of appropriate boundaries and times to advocate on behalf of client 	<p>Promotes change at the level of institutions, community, or society</p> <p>Examples:</p> <ul style="list-style-type: none"> • Develops alliances with relevant individuals and groups • Engages with groups with differing viewpoints around issue to promote change