

Competency Benchmarks: A Model for Understanding and Measuring Competence in Professional Psychology Across Training Levels

Nadya A. Fouad
University of Wisconsin–Milwaukee

Catherine L. Grus
American Psychological Association

Robert L. Hatcher
University of Michigan

Nadine J. Kaslow
Emory University

Philinda Smith Hutchings
Midwestern University

Michael B. Madson
University of Southern Mississippi

Frank L. Collins, Jr.
University of North Texas

Raymond E. Crossman
Adler School of Professional Psychology

The Competency Benchmarks document outlines core foundational and functional competencies in professional psychology across three levels of professional development: readiness for practicum, readiness for internship, and readiness for entry to practice. Within each level, the document lists the essential components that comprise the core competencies and behavioral indicators that provide operational descriptions of the essential elements. This document builds on previous initiatives within professional psychology related to defining and assessing competence. It is intended as a resource for those charged with training and assessing for competence.

Keywords: competency models, professional psychology education and training, benchmarks, professional development

NADYA A. FOUAD, PhD, received her doctorate from the University of Minnesota in Counseling Psychology. She is professor and training director of the Counseling Psychology program at the University of Wisconsin–Milwaukee. She is editor of *The Counseling Psychologist*. She has published articles and chapters on cross-cultural vocational assessment, career development of women and racial/ethnic minorities, interest measurement, cross-cultural counseling and race and ethnicity.

CATHERINE L. GRUS, PhD, received her doctorate in clinical psychology from Nova University. She is the Associate Executive Director for Professional Education and Training at the American Psychological Association (APA). At APA, Dr. Grus works to advance policies and practices that promote quality education and training in professional psychology.

ROBERT L. HATCHER, PhD, received his doctorate in Clinical Psychology from the University of Michigan, where he is currently the director of the Psychological Clinic. He is president emeritus of the Association of Directors of Psychology Training Clinics. His research interests include the alliance in therapy, interpersonal measurement, and professional competencies.

NADINE J. KASLOW, PhD, earned her doctorate in clinical psychology from the University of Houston. She is Professor and Chief Psychologist at Emory University School of Medicine, Department of Psychiatry and Behavioral Sciences at Grady Hospital and Special Assistant to the Provost. Currently, she is President of Division 29 and of the American Board of Clinical Psychology. Her research and clinical practice focus on competency-based education, training, and supervision of interns and post-doctoral fellows; family violence; suicidal behavior across the life-span; and family systems medicine.

PHILINDA SMITH HUTCHINGS, PhD, earned her doctorate in psychology at the University of Kansas. She is professor and program director of clinical psychology at Midwestern University, Glendale, Arizona. Her scholarly interests include treatment of sexual trauma and professional training issues, such as competency development and assessment.

MICHAEL B. MADSON, PhD, earned his doctorate in counseling psychology from Marquette University. He is an Assistant Professor in the Psychology Department at the University of Southern Mississippi. His research interests include professional training and supervision, motivational interviewing, and brief alcohol screening and interventions for college students.

FRANK L. COLLINS, JR., PhD, is currently the Director of Clinical Training for the Clinical Health Psychology Program at the University of North Texas. Dr. Collins served on the Steering Committee for the 2002 Competency Conference, as Chair of the Council of University Directors of Clinical Psychology (CUDCP), and a member of the APA Committee on Accreditation. He is a Fellow in APAs Division 12 and on the Editorial Board for *Training and Education in Professional Psychology* and the *Journal of Clinical Psychology*.

RAYMOND E. CROSSMAN, PhD, is President at the Adler School of Professional Psychology, a graduate school preparing social justice practitioners with campuses in Chicago and Vancouver. He completed his doctorate in clinical psychology at Temple University.

CORRESPONDENCE CONCERNING THIS ARTICLE should be addressed to Nadya A. Fouad, University Distinguished Professor, Department of Educational Psychology, PO 413, University of Wisconsin–Milwaukee, Milwaukee, WI 53201. E-mail: nadya@uwm.edu

Over the last two decades, professional psychology has given increasing attention to identifying core professional competencies as a basis for defining and measuring trainee learning outcomes. Education and training associations across many professions have begun to define expected learning outcomes. Within psychology, a number of training councils and organizations have worked to define and appropriately assess the competencies expected of psychologists-in-training and psychologists, throughout the course of their training. Licensing boards are increasingly requiring documented evidence of acquired competence at all levels of training. Therefore, in addition to identifying the competencies that psychologists-in-training must have, we also need to determine how the acquisition of each competency may be demonstrated throughout the sequence of training. This article describes a recent step in the overall competency initiative in professional psychology. We identify core professional competencies and competency benchmarks across three levels of professional development: readiness for practicum, readiness for internship, and readiness for entry to practice. The article begins by tracing the history of the competency movement in professional psychology. We then describe the process by which the Benchmarks document was developed, and end with a description of benchmarks in 15 competency areas at the three levels of professional development.

Competence has been defined by Epstein and Hundert (2002) as the "habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served" (p. 226). Competence also implies performance at an acceptable level, and presumes integration of multiple competencies. Competencies, then, are conceptualized as elements or components of competence, and consist of discrete knowledge, skills, and attitudes (Kaslow et al., 2004).

One of the first widely acknowledged models for conceptualizing competence in professional education and training programs was developed by the National Council of Schools and Programs of Professional Psychology (NCSPP) in 1986 (Peterson et al., 1992; Peterson, Peterson, Abrams, & Stricker, 1997). The original NCSPP model identified and defined six core competency areas relevant to training for the practice of professional psychology. Within this model, program curricula were designed to develop competencies based on foundations of scientific and practical knowledge and skills, as well as attitudes, values, and ethical behaviors appropriate for the practice of psychology. Building on this work, in 1996 the Committee on Accreditation (CoA) of the American Psychological Association (APA) revised its Guidelines and Principles for Accreditation (CoA, 1996) to require programs to specify their education and training objectives in terms of the competencies expected of their graduates. Furthermore, these competencies are expected to be consistent with the program's training model, philosophy, and goals.

The next major step in the competency movement was the organization of the 2002 Competencies Conference: Future Directions in Education and Credentialing. The overall aim of this conference was to address the core competencies expected of graduates of professional education and training programs in psychology. The primary goals of the conference were to further clarify issues related to the identification, education and training, and assessment of competencies within professional psychology. The conference was sponsored by the Association of Psychology Postdoctoral and Internship Centers (APPIC) with cosponsorship

of the APA and other professional organizations (Kaslow, 2004; Kaslow et al., 2004). Diverse education, practice, and regulatory constituent groups were represented. Attendees at the conference focused on several competency areas, and articles delineating these competency areas were published in special issues of *Journal of Clinical Psychology* and *Professional Psychology: Research and Practice* (Arredondo, Shealy, Neale, & Winfrey, 2004; Bieschke, Fouad, Collins, & Halonen, 2004; Daniel, Roysircar, Abeles, & Boyd, 2004; de las Fuentes, Willmuth, & Yarrow, 2005; Elman, Illfelder-Kaye, & Robiner, 2005; Falender et al., 2004; Krishnamurthy et al., 2004; Roberts et al., 2005; Spruill et al., 2004).

One of the outcomes of the Competencies Conference was the "Cube model," a model of the core competency areas in psychology that has gained acceptance across psychology training groups (Rodolfa, Bent, Eisman, Nelson, Rehm, & Ritchie, 2005). The Cube model (see Figure 1) proposes 12 core competencies that are conceptualized as either foundational or functional competencies (Rodolfa et al., 2005). Foundational competencies (on the *x*-axis) refer to the knowledge, skills, attitudes, and values that serve as the foundation for the functions a psychologist is expected to perform (e.g., an understanding of ethics, awareness and understanding of individual and cultural diversity issues, knowledge of the scientific foundations of psychology). Functional competencies (on the *y*-axis) encompass the major functions that a psychologist is expected to perform, each of which requires reflective integration of foundational competencies in problem identification and resolution, (e.g., assessment, intervention, consultation, research). Finally, the *z*-axis represents the stages of professional development. The three dimensions indicate that the development of competencies overlap across developmental stages. Thus, for example, the development of competencies in assessment at the doctoral level also overlaps with the competencies in scientific knowledge, individual/cultural diversity, and interpersonal communication.

Another effect of the Competencies Conference was that the identification of competencies became a continuing agenda item for the Council of Chairs of Training Councils (CCTC), a group comprised of the chairs of the major professional psychology education and training councils in the United States and Canada. One of the most visible outcomes of their efforts was the Practicum Competencies Outline, which expands and enhances work done by the Association of Directors of Psychology Training Clinics (Hatcher & Lassiter, 2007). The Practicum Competencies Outline defines competencies for practicum training and operationalizes the component knowledge, skills, attitudes, and even metaknowledge concepts expected by the end of practicum training. The outline also presents behavioral anchors for assessing the development of these competencies from early to advanced stages of practicum training. In so doing, it builds on the "Cube" model conceptualized at the Competencies Conference, delineating the competencies in preinternship doctoral education.

Also building on the Competencies Conference, the APA Board of Educational Affairs convened a task force in 2003 to move beyond defining competencies to measuring those competencies. The task force produced a comprehensive report on needs for competency assessment, different models of competency assessment, including those now used in other professions, and challenges in competency assessment (APA, 2006; Leigh et al., 2007; Lichtenberg et al., 2007). Furthermore, the task force made a series of recommendations and developed guiding principles for the

Competency Cube**

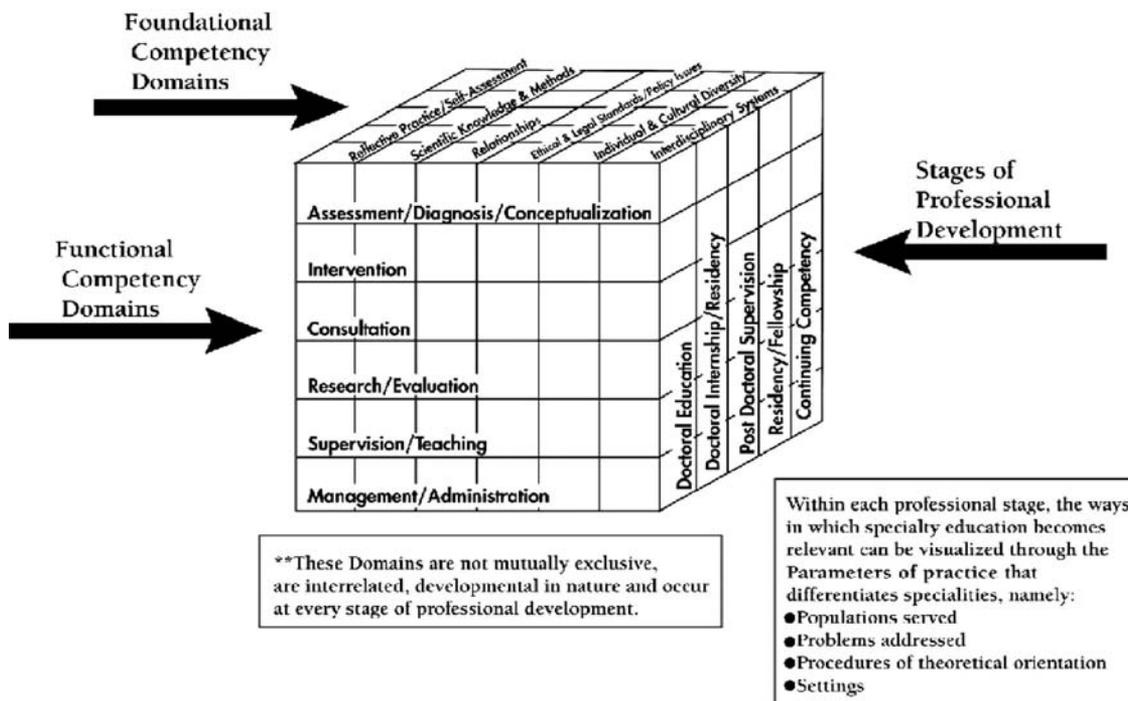


Figure 1. Cube model (Rodolfa et al., 2005).

assessment of competence (Kaslow et al., 2007a; http://www.apa.org/ed/competency_revised.pdf).

Collectively, these developments provide evidence of what has been referred to as a shift to a “culture of competence” (Roberts et al., 2005) in professional psychology. The urgency of shifting to a culture of competence assessment in psychology was heightened also in 2006 by the APA Council of Representatives’ adoption of the following policy guidance related to licensure eligibility in psychology that encouraged entry to practice at the end of the doctorate. Specifically, the Council of Representatives passed the following resolution:

Applicants should be considered for admission to licensure upon completing a “sequential, organized, supervised professional experience equivalent to two years of full-time training that can be completed prior or subsequent to the granting of the doctoral degree” (APA, 2006). One of the two years is to be a predoctoral internship for those preparing for practice as health service providers.

There is a need for a better, competency-based definition, of readiness for entry to practice. For many years, the doctoral degree has been linked with the vaguely defined construct of “entry level to practice.” Entry level to practice generally has been defined by documentation of completion of required coursework, including a requisite number of hours of supervised training. These criteria are likely a poor proxy for actual evaluation of competence, and the relationship between these criteria and actual competence as a professional psychologist is tenuous at best. In addition, external groups such as the United States Department of Education, regional accrediting bodies, and other regulatory bodies are considering incorporating rules and

regulations that would measure education and training outcomes in terms of specific competencies that trainees acquire.

Benchmarks Work Group

A recent step in the competency movement was the creation of the Assessment of Competency Benchmarks Work Group (hereafter referred to as the Workgroup). This group was the outcome of a proposal from the CCTC to the APA Board of Educational Affairs (BEA), which authorized the project in 2005. The group met for two days in September 2006 to identify levels of competence appropriate for different stages of professional education and training in psychology. The document developed by this group identifies benchmarks for 15 core competency areas at three developmental levels of education and training.

The Workgroup operated on several guiding principles. First, the focus of the meeting, while broad, was not intended to address the full developmental continuum for learning in professional psychology. Specifically, it was acknowledged that there are competencies necessary for entry to graduate school as well as competencies that reflect a lifelong commitment to learning. The group was not able to address these two levels but recognized their importance.

Second, the Workgroup began with the “Cube” model of core competencies (see Figure 1) in professional psychology as the basis for their work (Rodolfa et al., 2005). This decision was based on recognition that the group could easily spend all of its time trying to develop consensus on what competencies to address and not have time to complete its more central purpose of defining benchmarks.

The Cube model is widely cited and recognized as credible at this point in the evolution of competency-based education and training. While the Cube model proposes an interweaving of foundation and functional competencies, the Workgroup chose not to address these intersections, leaving this task for another group in the future.

Third, although the Cube model is intended to apply to professional psychology generally, the Benchmarks document focuses more directly on preparing for health service practice. Other areas of psychology may be informed by elements of the document but may not find the entire document relevant to their models of training. Finally, the work of the group was not intended to be prescriptive. While the Workgroup believes, and is hopeful that the Benchmarks document will advance discussion and implementation of competency based approaches to measuring trainee learning outcomes, the intent is to describe a path to this end as opposed to prescribing what programs need to do.

The Workgroup focused on operationally defining each competency. It was decided that each competency would be defined first, then broken into its essential components, and then behavioral anchors would be defined for each essential component that demonstrate the threshold for competent performance at that level of training. For example, the scientific knowledge and methods competence is defined as a trainee's ability to "Understand research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the life span, and evidences respect for scientifically derived knowledge." An essential component for scientific methods is scientific mindedness. These broad competency definitions were reviewed by separate subgroups for each developmental level of training (e.g., entry to practicum, entry to internship). Each subgroup was tasked with identifying behavioral anchors for scientific mindedness that would demonstrate this competency at each level. Thus, a behavioral anchor for readiness for practicum is performing a scientific critique of the literature, while a behavioral anchor at readiness for internship is evaluating study methodology and scientific basis of findings and at readiness for practice, a behavioral anchor is independently assessing scientific knowledge. In general, behavioral anchors indicated increasing levels of independence at successive developmental levels. The work of the subgroups was reviewed and assembled into a draft.

A draft of the Benchmarks document was distributed to members of constituency groups and APA Boards and Committees for comment in early 2007. Public comment was received over the summer months of 2007 and reviewed by both CCTC and BEA at their fall meetings. Based on discussion that occurred at CCTC, BEA charged a committee (comprised of members of the original Work Group) to review the public comment and edit the document as they felt appropriate. This committee coordinated its efforts with the Competency Assessment Toolkit Group (this issue). As a result of their discussions, three new competencies were added: professionalism (to address issues of behavior and comporment), teaching (which had been included under supervision), and advocacy (which had been included in ethics and legal standards and policy). Thus, the original Cube model was modified and expanded.

Benchmarks Document

Table 1 presents the Benchmarks Document. Each of the 15 core competencies is defined, followed by essential components and behavioral anchors for each essential component at the three levels of profes-

sional development. The core foundational competencies include: professionalism, reflective practice, scientific knowledge and methods, relationships, individual and cultural diversity, ethical and legal standards and policy, and interdisciplinary systems. The functional competencies include: assessment, intervention, consultation, research and evaluation, supervision, teaching, administration, and advocacy.

As noted earlier, each competency is defined in terms of its essential components. The essential components, in turn, are delineated for each of three training levels (readiness for practicum, readiness for internship, and readiness for entry to practice). Behavioral anchors are provided for each developmental level. By examining these descriptors for each competency, one can see the development of knowledge, skill, and attitude expected within the competency area, and by examining the columns across competencies, one can see the degree of knowledge, skill, and attitude expected of trainees in professional psychology at that level of training.

Conclusion

A major pedagogical shift has occurred in professional psychology, a move toward measuring trainee learning outcomes, articulated as competencies, as a primary focus of the education and training process (Nelson, 2007). As the education and training and regulatory/credentialing communities embrace this shift, it is critical that best practice models be developed and disseminated to guide the implementation of a competency-based approach to identifying and assessing trainee learning outcomes. The Benchmarks document presented in this article represents an effort in this regard, building on and informed by previous efforts, particularly the Cube model proposed by Rodolfa and colleagues (2005) and the overall work of the 2002 Competencies Conference (Kaslow, 2004; Kaslow et al., 2004). It articulates essential components and behavioral indicators for three key levels of professional development, readiness for practicum, readiness for internship, and readiness for entry to practice.

The Benchmarks document has a number of training implications. First, doctoral programs typically construct a curriculum with planned and prerequisite coursework, so that students take courses in sequence, building more advanced coursework on top of foundational courses. Thus, first year trainees may take one set of courses, second year trainees another set of courses, and third year trainees yet another set of courses. This is predicated on the assumption that these sets of courses build on each other to help trainees develop competence for professional psychology. However, a competency-based model is based on the development of competencies for an individual trainee. Some may need more of one course in a foundational or functional competency domain to develop a satisfactory level of competence; others may need less; or may need the coursework in a different order, tailored to optimize their development. Programs will need to assess individual competence frequently to help provide trainees with the educational experiences to allow them to develop the competencies that they individually need.

Second, training programs will need to create mechanisms to identify and address trainee concerns about the development of competencies. The behavioral anchors and the essential components for each competence help to define trainees' developmental level of expected competence and can serve as a guide for training. Faculty and supervisors need to engage in continual evaluation of their trainees' competency development, and to develop the ability to intervene early to help trainees who are falling behind in their competence

(text continues on page S25)

Table 1
Competency Benchmarks Document

Foundational Competencies

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

Developmental Level

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

(table continues)

Table 1 (continued)

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

(table continues)

Table 1 (continued)

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

(table continues)

Table 1 (continued)

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

(table continues)

Table 1 (continued)

<ul style="list-style-type: none"> ● Demonstrates awareness of inner emotional experience ● Demonstrates emotional maturity ● Listens to and acknowledges feedback from others 	<ul style="list-style-type: none"> ● Acknowledges own role in difficult interactions ● Provides feedback to supervisor regarding supervisory process ● Provides feedback to peers regarding peers' clinical work in context of group supervision or case conference ● Accepts and implements supervisory feedback nondefensively
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C. Expressive Skills

Readiness for Practicum	Readiness for Internship	Readiness for Entry to Practice
Essential Component: Expressive skills	Essential Component: Clear and articulate expression	Essential Component: Effective command of language and ideas
Behavioral Anchor: <ul style="list-style-type: none"> ● Communicates ideas, feelings and information verbally and non-verbally 	Behavioral Anchor: <ul style="list-style-type: none"> ● Communicates clearly using verbal, nonverbal, and written skills ● Demonstrates understanding of professional language 	Behavioral Anchor: <ul style="list-style-type: none"> ● Demonstrates descriptive, understandable command of language, both written and verbal ● Communicates clearly and effectively with clients

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.

Developmental Level

A. Self as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context

Readiness for Practicum	Readiness for Internship	Readiness for Entry to Practice
Essential Component: Knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards divers others	Essential Component: Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	Essential Component: Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation
Behavioral Anchor: <ul style="list-style-type: none"> ● Demonstrates this self knowledge, awareness, and understanding. For example: articulates how ethnic group values influence who one is and how one relates to other people. 	Behavioral Anchor: <ul style="list-style-type: none"> ● Understands and monitors own cultural identities in relation to work with others ● Uses knowledge of self to monitor effectiveness as a professional ● Critically evaluates feedback and initiates supervision regularly about diversity issues 	Behavioral Anchor: <ul style="list-style-type: none"> ● Independently articulates, understands, and monitors own cultural identity in relation to work with others ● Regularly uses knowledge of self to monitor and improve effectiveness as a professional ● Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues

B. Others as shaped by individual and cultural diversity(e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context

Readiness for Practicum	Readiness for Internship	Readiness for Entry to Practice
Essential Component: Knowledge, awareness, and understanding of others individuals as cultural beings	Essential Component: Applies knowledge of others as cultural beings in assessment, treatment, and consultation of others	Essential Component: Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation
Behavioral Anchor: <ul style="list-style-type: none"> ● Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals 	Behavioral Anchor: <ul style="list-style-type: none"> ● Understands multiple cultural identities in work with others ● Uses knowledge of others' cultural identity in work as a professional ● Critically evaluates feedback and initiates supervision regularly about diversity issues with others 	Behavioral Anchor: <ul style="list-style-type: none"> ● Independently articulates, understands, and monitors cultural identity in work with others ● Regularly uses knowledge of others to monitor and improve effectiveness as a professional ● Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues with others

(table continues)

Table 1 (continued)

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

Developmental Level

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

(table continues)

Table 1 (continued)

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

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

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

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

<p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals</p>	<p>Readiness for Internship</p> <p>Essential Component:</p> <p>Awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems, intermediate level knowledge of common and distinctive roles of other professionals</p>	<p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Working knowledge of multiple and differing worldviews, professional standards, and contributions across contexts and systems, intermediate level knowledge of common and distinctive roles of other professionals</p> <p style="text-align: right;"><i>(table continues)</i></p>
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Table 1 (continued)

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

(table continues)

Table 1 (continued)

<p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates awareness of the benefits of standardized assessment ● Demonstrates knowledge of the construct(s) being assessed ● Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction 	<p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Identifies appropriate assessment measures for cases seen at practice site ● Routinely consults with supervisor regarding selection of assessment measures 	<p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates awareness and competent use of culturally sensitive instruments, norms ● Seeks consultation as needed to guide assessment ● Demonstrates limitations of assessment data clearly reflected in assessment reports
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B. Evaluation Methods

<p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Accurately and consistently administers and scores various assessment tools in non-clinical (e.g. course) contexts ● Demonstrates knowledge of initial interviewing (both structured and semi-structured interviews, mini-mental status exam) 	<p>Readiness for Internship</p> <p>Essential Component:</p> <p>Awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates intermediate level ability to accurately and consistently select, administer, score and interpret assessment tools with client populations ● Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams 	<p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Accurately and consistently selects, administers, and scores and interprets assessment tools with clinical populations ● Selection of assessment tools reflects a flexible approach to answering the diagnostic questions ● Comprehensive reports include discussion of strengths and limitations of assessment measures as appropriate ● Interview and report leads to formulation of a diagnosis and the development of appropriate treatment plan
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C. Application of Methods

<p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Knowledge of measurement across domains of functioning and practice settings</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information ● Demonstrates awareness of need for selection of assessment measures appropriate to population/ problem 	<p>Readiness for Internship</p> <p>Essential Component:</p> <p>Selects appropriate assessment measures to answer diagnostic question</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Selects assessment tools that reflect awareness of patient population served at a given practice site ● Regularly selects and uses appropriate methods of evaluation ● Demonstrates ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise) 	<p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Independently selects assessment tools that reflect awareness of client population served at practice site ● Interprets assessment results accurately taking into account limitations of the evaluation method ● Provides meaningful, understandable and useful feedback that is responsive to client need
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D. Diagnosis

<p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity</p>	<p>Readiness for Internship</p> <p>Essential Component:</p> <p>Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity</p>	<p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity</p>
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(table continues)

Table 1 (continued)

<p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Identifies DSM criteria <p>● Describes normal development consistent with broad area of training</p>	<p>Behavioral Anchor:</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>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Treatment plans incorporate relevant developmental features and clinical symptoms as applied to presenting problem ● Demonstrates awareness DSM and relation to ICD codes ● Regularly and independently identifies problem areas and makes a diagnosis
E. Conceptualization and Recommendations		
<p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Basic knowledge of formulating diagnosis and case conceptualization</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates the ability to discuss diagnostic formulation and case conceptualization ● Prepares basic reports which articulate theoretical material 	<p>Readiness for Internship</p> <p>Essential Component:</p> <p>Utilizes systematic approaches of gathering data to inform clinical decision-making</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Presents cases and reports demonstrating how diagnosis is based on case material 	<p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Independently prepares reports based on ● Administers, scores and interprets test results ● Formulates case conceptualizations incorporating theory and case material
F. Communication of Findings		
<p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Awareness of models of report writing and progress notes</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Demonstrates this knowledge including content and organization of test reports, mental status examinations, interviews 	<p>Readiness for Internship</p> <p>Essential Component:</p> <p>Writes assessment reports and progress notes</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Writes a basic psychological report ● Demonstrates ability to communicate basic findings verbally ● Reports reflect data that has been collected via interview 	<p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Communication of results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Writes an effective comprehensive report ● Effectively communicates results verbally ● Reports reflect data that has been collected via interview and its limitations
Intervention—Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.		
Developmental Level		
A. Knowledge of Interventions		
<p>Readiness for Practicum</p> <p>Essential Component:</p> <p>Basic knowledge of scientific, theoretical, and contextual bases of intervention and basic knowledge of the value of evidence-based practice and its role in scientific psychology</p> <p>Behavioral anchor:</p> <ul style="list-style-type: none"> ● Articulates the relationship of EBP to the science of psychology ● Identifies basic strengths and weaknesses of intervention approaches for different problems and populations 	<p>Readiness for Internship</p> <p>Essential Component:</p> <p>Knowledge of scientific, theoretical, empirical and contextual bases of intervention, including theory, research, and practice</p> <p>Behavioral Anchor:</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 for different problems and populations related to the practice setting ● Investigates existing literature related to problems and client issues ● Writes a statement of one's own theoretical perspective regarding intervention strategies 	<p>Readiness for Entry to Practice</p> <p>Essential Component:</p> <p>Applies knowledge of evidence-based practice, including empirical bases of intervention strategies, clinical expertise, and client preferences</p> <p>Behavioral Anchor:</p> <ul style="list-style-type: none"> ● Writes a case summary incorporating elements of evidence-based practice ● Presents rationale for intervention strategy that includes empirical support

(table continues)

Table 1 (continued)

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

(table continues)

Table 1 (continued)

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

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

(table continues)

Table 1 (continued)

Research/evaluation-Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.
Developmental Level

A. Scientific Approach to Knowledge Generation		
Readiness for Practicum	Readiness for Internship	Readiness for Entry to Practice
Essential Component:	Essential Component:	Essential Component:
Basic scientific mindedness, critical thinking	Development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	Generation of knowledge
Behavioral Anchor:	Behavioral Anchor:	Behavioral Anchor
<ul style="list-style-type: none"> ● Demonstrates understanding that psychologists evaluate the effectiveness of their professional activities ● Open to scrutiny of one’s work by peers and faculty 	<ul style="list-style-type: none"> ● Demonstrates understanding of research methods and techniques of data analysis ● Demonstrates research and scholarly activity, which may include presentations at conferences; participation in research teams; submission of manuscripts for publication ● Demonstrates being a critical consumer of research 	<ul style="list-style-type: none"> ● Engages in systematic efforts to increase the knowledge base of psychology through implementing and reviewing research ● Uses methods appropriate to the research question, setting and/or community ● Consults and partners with community stakeholders when conducting research in diverse communities

B. Application of Scientific Method to Practice		
Readiness for Practicum	Readiness for Internship	Readiness for Entry to Practice
No expectations for prepracticum level	Essential Component:	Essential Component:
	Apply scientific methods to evaluating own practice	Evaluation of outcomes
	Behavioral Anchor:	Behavioral Anchor:
	<ul style="list-style-type: none"> ● Discusses evidence based practices ● Compiles and analyzes data on own clients (outcome measurement) ● Participates in program evaluation 	<ul style="list-style-type: none"> ● Evaluates the progress of own activities and uses this information to improve own effectiveness ● Describes how outcomes are measured in each practice activity

Supervision-Supervision and training in the professional knowledge base and of evaluation of the effectiveness of various professional activities.
Developmental Level

A. Expectations and Roles		
Readiness for Practicum	Readiness for Internship	Readiness for Entry to Practice
Essential Component:	Essential Component:	Essential Component:
Basic knowledge of expectations for supervision	Knowledge of purpose for and roles in supervision	Understands complexity of the supervisor role including ethical, legal, and contextual issues
Behavioral Anchor:	Behavioral Anchor:	Behavioral Anchor:
<ul style="list-style-type: none"> ● Demonstrates knowledge of the process of supervision 	<ul style="list-style-type: none"> ● Identifies roles and responsibilities of the supervisor and supervisee in the supervision process 	<ul style="list-style-type: none"> ● Articulates a philosophy or model of supervision and reflects on how this model is applied in practice, including integrated contextual, legal, and ethical perspectives

B. Processes and Procedures		
Readiness for Practicum	Readiness for Internship	Readiness for Entry to Practice
Essential Component:	Essential Component:	Essential Component:
Knowledge of the	Knowledge of procedures and processes of supervision	Knowledge of procedures and practices of supervision
Behavioral Anchor:	Behavioral Anchor:	Behavioral Anchor:
<ul style="list-style-type: none"> ● Demonstrates basic knowledge of supervision models and practice 	<ul style="list-style-type: none"> ● Identifies goals and tasks of supervision related to developmental progression ● Tracks progress achieving goals and setting new goals 	<ul style="list-style-type: none"> ● Prepares supervision contract ● Demonstrates knowledge of limits of competency to supervise (assesses metacompetency) ● Constructs plans to deal with areas of limited competency

(table continues)

Table 1 (continued)

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

(table continues)

Table 1 (continued)

Behavioral Anchor: ● Demonstrates understanding of this knowledge (e.g., APA 2002 ethical principles)	Behavioral Anchor: ● Behaves ethically ● Recognizes ethical and legal issues in clinical practice and supervision	Behavioral Anchor: ● Spontaneously and reliably identifies complex ethical and legal issues in supervision, and analyzes and proactively addresses them ● Demonstrates awareness of potential conflicts in complex ethical and legal issues in supervision
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Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.
Developmental Level

A. Knowledge		
Readiness for Practicum Essential Component: Awareness of theories of learning and how they impact teaching	Readiness for Internship Essential Component: Knowledge of didactic learning strategies and how to accommodate developmental and individual differences	Readiness for Entry to Practice Essential Component: Knowledge of outcome assessment of teaching effectiveness
Behavioral Anchor ● Observes differences in teaching styles and need for response to different learning skills	Behavioral Anchor: ● Demonstrates knowledge of one learning strategy ● Demonstrates clear communication skills	Behavioral Anchor: ● Demonstrates knowledge of one technique of outcome assessment ● Demonstrates knowledge of methodological considerations in assessment of teaching effectiveness

B. SKILLS		
Readiness for Practicum Essential Component: Knowledge of application of teaching methods	Readiness for Internship Essential Component: Application of teaching methods in multiple settings	Readiness for Entry to Practice Essential Component: Evaluation of effectiveness of learning/teaching strategies addressing key skill sets
Behavioral Anchor: ● Demonstrates example of application of teaching method ● Demonstrates ability to organize and present information related to a topic	Behavioral Anchor: ● Identifies and differentiates factors for implementing particular teaching methods ● Demonstrates accommodation to diverse others (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context ● Introduces innovation/creativity into application of teaching method	Behavioral Anchor: ● Demonstrates strategy to evaluate teaching effectiveness of targeted skill sets ● Articulates concepts to be taught and research/empirical support ● Utilizes evaluation strategy to assess learning objectives met ● Integrates feedback to modify future teaching strategies

Management-administration -Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).
Developmental Level

A. Management		
Readiness for Practicum Essential Component: Awareness of roles of management in organizations	Readiness for Internship Essential Component: Participates in management of direct delivery of professional services; responds appropriately in management hierarchy	Readiness for Entry to Practice Essential Component: Manages direct delivery of professional services; awareness of basic principles of resource allocation and oversight
Behavioral Anchor: ● Articulates understanding of management role in own organization(s)	Behavioral Anchor: ● Responds appropriately to managers and subordinates ● Manages DDS under supervision, e.g., scheduling, billing, maintenance of records ● Identifies responsibilities, challenges, and processes of management	Behavioral Anchor: ● Independently and regularly manages and evaluates own DDS, identifying opportunities for improvement. ● Recognizes role of and need for clerical and other staff, role of human resources

(table continues)

Table 1 (continued)

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

(table continues)

Table 1 (continued)

Behavioral Anchor: ● Articulates social, political, economic or cultural factors that may impact on human development and functioning	Behavioral Anchor: ● Identifies specific barriers to client improvement, e.g., lack of access to resources ● Assists client in development of self-advocacy plans	Behavioral Anchor: ● Promotes client self-advocacy ● Assesses implementation and outcome of client's self-advocacy plans
B. Systems Change		
Readiness for Practicum Essential Component: Understanding the differences between individual and institutional level interventions and system's level change	Readiness for Internship Essential Component: Promotes change to enhance the functioning of individuals	Readiness for Entry to Practice Essential Component: Promotes change at the level of institutions, community, or society
Behavioral Anchor: ● Articulates role of therapist as change agent outside of direct patient contact	Behavioral Anchor: ● 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	Behavioral Anchor: ● Develops alliances with relevant individuals and groups ● Engages with groups with differing viewpoints around issue to promote change

development. Thus, in addition to a grade at the end of a course and an annual evaluation at the end of the year, faculty and supervisors must shift to discussing concerns with trainees early (Kaslow, Rubin, Forrest, et al., 2007). These are often difficult conversations to have with trainees, and often supervisors and faculty members worry that they do not have the basis to have those conversations (Forrest, Elman, & Shen-Miller, 2008; Wester, Christianson, Fouad, & Santiago-Rivera, 2008). Further, programs need to develop policies and procedures to ensure that trainees in difficulty receive the additional training needed to achieve levels of competence required to progress in the program (Behnke, 2008; Gilfoyle, 2008; McCutcheon, 2008).

Finally, the developmental levels of the Benchmarks document may help to clarify the competencies trainees must have as they gain increasing levels of independence. This will provide a much clearer demarcation of the types of competencies needed as trainees enter practicum, for example, or enter internship. This will help to increase the communication across training organizations, since they will have a common metric to describe behavior. If, for example, a practicum site knows that a trainee has been evaluated as slightly below "readiness for practicum" on assessment competence, they can choose to work more closely with that trainee, or encourage the trainee to augment training experiences in assessment.

The Benchmarks document has been widely vetted and many modifications have been made to enhance the document. While it has been received positively and appears to have face validity, future directions will need to include assessment of its utility in application and predictive validity. In addition, delineating the essential components and behavioral anchors for the core competency domains must be linked to best practices in the assessment of competence. To that end, the Competency Assessment Toolkit for professional psychology (Kaslow, Grus, Fouad, Hatcher, Campbell & Rodolfa, this issue) is an ideal complement to the Benchmarks document.

The Benchmarks document, with its focus on core competencies, is broad in scope. Application of the benchmarks in education and training settings must be reconciled with the reality that there are many specialty areas that provide health services and that psychology has embraced the concept of multiple models of education and training as reflected in the Guidelines and Principles for Accreditation (CoA,

1996). Two areas within professional psychology, clinical health psychology (France et al., 2008) and geropsychology (Borrayo, 2006), have developed competency models, utilizing the competencies articulated in the cube model and benchmarks, but also incorporating competencies unique to their domain of psychology. Hence, the future holds some interesting questions for the use of the benchmarks document. Are all the competencies essential for those who will provide health services? Is it necessary to obtain the same level of competence across all areas or are some competencies more critical within certain areas?

As the culture of competence continues to grow, there is no doubt that this document may be revised and improved. However, it is hoped that the Benchmarks document as presented in this article will enhance the capacity of those charged with assessing competence and ensure that those who enter the professional psychology workforce deliver effective and relevant services.

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