**AUBURN UNIVERSITY**

**CLINICAL PSYCHOLOGY PROGRAM**

**PROFESSIONAL COMPETENCY BENCHMARK GUIDEBOOK**

**Year 1**

**Introduction and Instructions:**

**This guidebook contains descriptions and examples (i.e.”behavioral anchors”) of the Competency Benchmarks on which students will be rated using the *Professional Competency Benchmark Evaluation Short Form*. Please use “N/A” to indicate that, in your opinion or due to programmatic structure, the benchmark does not apply to this student. This is distinct from situations in which you have not had an opportunity to observe the training activity.**

**Please use the following rating levels, which take into account the student’s level of training and competency.**

**COMPETENCY LEVEL RATINGS:**

0 = Unacceptable for a student at this level of training

 1 = Below expectations for a student at this level of training

 2 = Meets expectations for a student at this level of training

 3 = Exceeds expectations for a student at this level of training

N/O = No Opportunity to Observe

**On the *Professional Competency Benchmark Evaluation Short Form*, please be sure to provide a thoughtful narrative on the student’s overall performance, particular strengths and potential growth areas.**

**FOUNDATIONAL CLUSTERS AND COMPETENCIES**

1. **PROFESSIONALISM**

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| 1. **Professional Values and Attitudes**: as evidenced in behavior and comportment that reflects the values and attitudes of psychology.
 |
| **1A. Integrity –** Honesty, personal responsibility, and adherence to professional values |
| * **Understands professional values; honest, responsible**

*Examples*:* Demonstrates honesty, even in difficult situations
* Takes responsibility for own actions
* Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct
 |
| **1B. Deportment** |
| * **Understands how to conduct oneself in a professional manner**

*Examples*:* Demonstrates appropriate personal hygiene and attire
* Distinguishes between appropriate and inappropriate language and demeanor in professional contexts
 |
| **1C. Accountability** |
| * **Accountable and reliable**

*Examples*:* Turns in assignments in accordance with established deadlines
* Demonstrates personal organization skills
* Plans and organizes own workload
* Follows policies and procedures of institution
* Follows through on commitments
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| **1D. Concern For the Welfare of Others** |
| * **Demonstrates awareness of the need to uphold and protect the welfare of others**

*Examples*:* Displays initiative to help others
* Articulates importance of concepts of confidentiality, privacy, and informed consent
* Demonstrates compassion (awareness of suffering and the wish to relieve it) for others
 |
| **1E. Professional Identity** |
| * **Demonstrates beginning understanding of self as professional: “thinking like a psychologist”**

*Examples*:* Demonstrates knowledge of the program and profession (training model, core competencies)
* Demonstrates knowledge about practicing within one’s competence
 |
| 1. **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.
 |
| **2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences. Including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context** |
| * **Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others**

*Examples*:* Demonstrates emerging awareness of how ethnic group values influence who one is and how one relates to other people
* Articulates dimensions of diversity (e.g., race, gender, sexual orientation)
 |
| **2B. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context** |
| * **Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings and interactions between self and diverse others.**

*Examples*:* Demonstrates emerging knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals
* Articulates beginning understanding of the way culture and context are a consideration in working with clients
* Demonstrates emerging knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals
* Articulates beginning understanding of the way culture and context are a consideration in the therapeutic relationship
 |
| **2C. Applications based on Individual and Cultural Context** |
| * **Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)**

*Examples*:* Demonstrates emerging basic knowledge of literatures on individual and cultural differences and engages in respectful interactions that reflect this knowledge
* Seeks out literature and guidance on individual and cultural differences to inform interactions with diverse others
 |
| 1. **Ethical Legal Standards and Policy:** Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
 |
| **3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines** |
| * **Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting**

*Examples*:* Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent
* Identifies key documents/policies that guide the practice of psychology (e.g., APA Ethical Principles and Code of Conduct)
 |
| **3B. Awareness and Application of Ethical Decision Making**  |
| * **Demonstrates awareness of the importance of applying an ethical decision model to practice**

*Examples*:* Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, Informed consent, confidentiality, multiple relationships, and competence)
* Demonstrates awareness of an ethical decision making model applied to case vignettes
 |
| **3C. Ethical Conduct** |
| * **Displays ethical attitudes and values**

*Examples*:* Evidences desire to help others
* Shows honesty and integrity; values ethical behavior
* Demonstrates personal courage consistent with ethical values of psychologists
* Displays appropriate boundary management
 |
| 1. **Reflective Practice/Self-Assessment/Self-Care:** Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.
 |
| **4A. Reflective Practice** |
| * **Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice**

*Examples*:Demonstrates openness to:* considering own personal concerns and issues
* recognizing impact of self on others
* articulating attitudes, values, and beliefs toward diverse others
* self-identifying multiple individual and cultural identities
* systematically reviewing own professional performance with supervisors/teachers
 |
| **4B.** **Self-Assessment and Self-Care (Attention to personal health and well-being to assure effective professional functioning)** |
| * **Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies; understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care**

*Examples*:* Demonstrates awareness of competencies for professional training
* Develops initial competency goals for early training (with input from faculty)
* Articulates benefits of engaging in self-care
* Makes use of opportunities to engage in self-care
 |
| **4C. Participation in Supervision Process** |
| * **Demonstrates straightforward, truthful, and respectful communication in supervisory relationship**

*Examples*:* Demonstrates willingness to admit errors and accept feedback
* Acknowledges supervisor’s differing viewpoints in supervision
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**II. RELATIONAL**

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| 1. **Relationships:** Relate effectively and meaningfully with individuals, groups, and/or communities.
 |
| **5A. Interpersonal Relationships** |
| * **Displays interpersonal skills**

*Examples*:* Listens and is empathic with others
* Respects and shows interest in others’ cultures, experiences, values, points of view, goals and desires, fears, etc.
* Demonstrates interpersonal skills verbally and non-verbally
* Receives feedback
* Works cooperatively and collaboratively with peers
 |
| **5B. Affective Skills**  |
| * **Displays affective skills**

*Examples*:* Demonstrates affect tolerance
* Tolerates interpersonal conflict
* Demonstrates awareness of inner emotional experience
* Demonstrates emotional maturity
* Listens to and acknowledges feedback from others
* Notices and expresses feelings
* Demonstrates comfort with a range of emotions
* Affect does not overwhelm judgment
* Is flexible when things don’t go according to plan
 |
| **5C. Expressive Skills**  |
| * **Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills**

*Examples*:* Written work is organized, easy to understand, and conveys the main points
* Shares opinions with others using language that others can understand
* Non-verbal behavior is consistent with verbal communications
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1. **SCIENCE**

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| 1. **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.
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| **6A.** **Scientific Mindedness**  |
| * **Displays critical scientific thinking**

*Examples*:* Questions assumptions of knowledge
* Evaluates study methodology and scientific basis of findings
* Presents own work for the scrutiny of others
 |
| **6B.** **Scientific Foundation of Psychology** |
| * **Demonstrates understanding of psychology as a science**

*Examples*:* Demonstrates understanding of core scientific conceptualizations of human behavior
* Demonstrates basic knowledge of the breadth of scientific psychology
* Cites scientific literature to support an argument when appropriate
* Evaluates scholarly literature on a topic as needed
 |
| **6C. Scientific Foundation of Professional Practice** |
| * **Understands the scientific foundation of professional practice**

*Examples*:* Understands the development of evidence based practice in psychology (EBP) as defined by APA
* Cites scientific literature to support an argument when appropriate
* Accesses scholarly literature on a practice-related topic as needed
 |
| 1. **Research/Evaluation:** Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities
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| **7A. Scientific Approach to Knowledge Generation** |
| * **Participates effectively in scientific endeavors when available**

*Examples*:* Demonstrates understanding that psychologists evaluate the effectiveness of their professional activities
* Open to scrutiny of one’s work by peers and faculty
* Writes literature review as part of course requirement
* Assists faculty with research projects
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| **7B. Application of Scientific Method to Practice** |
| * **No expectation at this level**
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**FUNCTIONAL CLUSTERS AND COMPETENCIES**

1. **APPLICATION**

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| 1. **Evidence-Based Practice:** Integration of research and clinical expertise in the context of patient factors.
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| **8A. Knowledge and Application of Evidence-Based Practice** |
| * **Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology**

*Examples*:* Articulates the relationship of EBP to the science of psychology
* Demonstrates emerging awareness of basic strengths and weaknesses of different assessment and intervention approaches
 |
| 1. **Assessment:** Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.
 |
| **9A. Knowledge of Measurement and Psychometrics**  |
| * **Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing**

*Examples*:* Demonstrates awareness of the benefits and limitations of standardized assessment
* Demonstrates knowledge of the construct(s) being assessed
* Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction
 |
| **9B. Knowledge of Assessment Methods**  |
| * **Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam**

*Examples*:* Accurately administers and scores various assessment tools in non-clinical (e.g. course) contexts
* Demonstrates knowledge of initial interviewing methods (both structured and semi-structured interviews, mini-mental status exam)
 |
| **9C. Application of Assessment Methods**  |
| * **Demonstrates knowledge of measurement across domains of functioning and practice settings**

*Examples*:* 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

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| **9D. Diagnosis, Conceptualization, and Recommendations** |
| * **Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity; demonstrates basic knowledge of formulating diagnosis and case conceptualization**

*Examples*:* Identifies DSM criteria
* Describes normal development consistent with broad area of training
* Discusses and generates diagnostic formulation and case conceptualization in courses
 |
| **9E. Communication of Assessment Findings**  |
| * **Demonstrates awareness of models of report writing and progress notes**

*Examples*:* Demonstrates knowledge of content of test reports and progress notes
* Demonstrates knowledge of organization of test reports and progress notes
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| 1. **Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.**
 |
| **10A. Intervention planning**  |
| **Displays basic understanding of the relationship between assessment and intervention***Examples*:* Articulates a basic understanding of how intervention choices are informed by assessment (e.g., clinical intake, testing)
* Articulates a basic understanding of how assessment guides the process of intervention
 |
| **10B. Skills**  |
| * **Displays basic helping skills**

*Examples*:* Demonstrates helping skills, such as empathic listening, framing strategies
* Uses non-verbal communication to convey interest and concern
 |
| **10C. Intervention Implementation**  |
| * **Demonstrates basic knowledge of intervention strategies**

*Examples*:* Articulates awareness of theoretical basis of intervention and some general strategies
* Articulates awareness of the concept of evidence-based practice
 |
| **10D. Progress Evaluation** |
| * **Demonstrates basic knowledge of the assessment of intervention progress and outcome**

*Examples*:* Demonstrates awareness of measures of treatment progress and outcome by name
* Articulates an understanding of the use of repeated assessment to guide treatment
 |
| 1. **Consultation:** The ability to provide expert guidance or professional assistance in response to a client’s needs or goals.
 |
| **11A. Role of Consultant** |
| * **No expectation at this level**
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| **11B. Addressing Referral Question** |
| * **No expectation at this level**
 |
| **11C.** **Communication of Consultation Findings** |
| * **No expectation at this level**
 |
| **11D. Application of Consultation Methods** |
| * **No expectation at this level**
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1. **EDUCATION**

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| 1. **Teaching:** Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.
 |
| **12A. Knowledge** |
| * **Demonstrates awareness of theories of learning and how they impact teaching**

*Examples*:* Observes differences in teaching styles and need for response to different learning skills
* Is able to articulate awareness of body of knowledge to inform teaching and learning
 |
| **12B. Skills** |
| * **Demonstrates knowledge of application of teaching methods**

*Examples*:* Demonstrates example of application of teaching method
* Organizes and presents information related to a topic
 |
| 1. **Supervision:** S**upervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.**
 |
| **13A. Expectations and Roles** |
| * **Demonstrates basic knowledge of expectations for supervision**

*Examples*:* Demonstrates knowledge of the process of supervision
* Articulates components of effective supervision such as the working alliance
 |
| **13B. Skills Development** |
| * **Displays interpersonal skills of communication and openness to feedback**

*Examples*:* Completes self-assessment
* Integrates faculty/supervisor feedback into self-assessment
 |
| **13C. Supervisory Practices** |
| * **No expectation at this level**
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1. **SYSTEMS**

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| 1. **Interdisciplinary Systems:** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.
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| **14A.** **Knowledge of the Shared and Distinctive Contributions of Other Professions; Functioning in Multidisciplinary and Interdisciplinary Contexts** |
| * **Cooperates with others**

*Examples*:* Cooperates with others in task completion
* Demonstrates willingness to listen to others
 |
| **14B.** **Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes** |
| * **No expectation at this level**
 |
| **14C. Respectful and Productive Relationships with Individuals from Other Professions** |
| * **Demonstrates awareness of the benefits of forming collaborative relationships with other professionals**

*Examples*:* Expresses interest in developing collaborative relationships and respect for other professionals
* Articulates the advantages in patient care afforded by working collaboratively with other disciplines
 |
| 1. **Management-Administration:** Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).
 |
| **15A. Appraisal of Management and Leadership** |
| * **No expectation at this level**
 |
| **15B. Management** |
| * **No expectation at this level**
 |
| **15C. Administration** |
| * **Complies with regulations**

*Examples*:* Completes assignments by due dates
* Complies with relevant regulations; follows established procedures
* Responds appropriately to direction provided by supervisors/faculty
* Participates in trainings mandated by organization
 |
| 1. **Advocacy:** Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level
 |
| **16A. Empowerment** |
| * **Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention**

*Examples*:* Articulates social, political, economic or cultural factors that may impact human development and functioning
* Demonstrates the recognition of the importance of considering these factors as part of the therapeutic process
 |
| **16B. Systems Change** |
| * **Understands the differences between individual and institutional level interventions and system’s level change**

*Examples*:* Articulates role of therapist as change agent outside of direct patient contact
* Demonstrates awareness of institutional and systems level barriers to change
 |