COMPETENCY CHECKLIST

 The Clinical Training Committee has adopted the Competency Checklist to be consistent with established competencies in the field for students completing doctoral programs in professional psychology (Assessment of Competency Benchmarks Workgroup, 2008; Larkin and Morris, 2015). We have developed a curriculum that assists each of our students in obtaining these competencies through coursework, practicum experiences, research training, completion of the preliminary examination, and formal or informal advising. It is also possible that students have acquired some of these competencies prior to entering our program or through experiences outside of the program. As part of the evaluation, each trainee should evaluate his/her status regarding acquisition of program competencies and review them with his/her academic advisor. Review of the competencies acquired as well as those yet to acquire can be helpful in identifying the types of training experiences (e.g., funding assignments, voluntary experiences) students will request during the next academic year. For students leaving on internship or presently on internship, review of their Competency Checklist will provide guidance in selecting training experiences during internship and post-doctoral years, respectively. Please review the Competency Checklist, check off the competencies you have acquired, review the list with your academic advisor, sign it, and return it to the DCT. Although this Checklist will assist you in your professional development, it is also important for our evaluation of our program to make sure we provide the opportunities you need to become competent in each of these professional areas.

**Professionalism and Relational Competencies**

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| **Professionalism:** Professional values and ethics as evidenced in behavior and comportment that reflects the values and ethics of psychology, integrity, and responsibility |
| 1. **Integrity - Honesty, personal responsibility and adherence to professional values**
 | * Demonstrates honesty, even in difficult situations
 |  |
| * Takes responsibility for own actions
 |  |
| * Displays understanding of and adheres to professional values

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| 1. **Deportment**
 | * Demonstrates appropriate personal hygiene and attire
 |  |
| * Demonstrates awareness of the impact behavior has on client, public and profession
 |  |
| * Verbal and nonverbal communications are appropriate to the professional context including in challenging interactions
 |  |
| 1. **Accountability**
 | * Demonstrates personal organization skills and manages own workload with respect to established deadlines
 |  |
| * Aware of and follows policies and procedures of institution
 |  |
| * Student completes records (e.g., student activity reports, clinical case records) in a timely manner \*
 |  |
| 1. **Concern for the welfare of others**
 | * Displays initiative to help others and demonstrates compassion
 |  |
| * 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
 |  |
| 1. **Professional Identity**
 | * 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
 |  |
| * Attends colloquia, workshops, conferences
 |  |
| * Keeps up with advances in profession
 |  |
| * Contributes to the development & advancement of the profession and colleagues
 |  |
| * Demonstrates integration of science in professional practice
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| **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 (**Cultural diversity is defined as 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**) |
| 1. **Knowledge of human behavior shaped by individual and cultural diversity and context**
 | * Demonstrates knowledge, awareness and understanding of the way culture and context shape human behavior
 |  |
| * Independently articulates, understands, and monitors own cultural identity in relation to work with others
 |  |
| * Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues
 |  |
| 1. **Applications based on individual and cultural context**
 | * Works effectively with diverse others in professional activities
 |  |
| * Articulates and uses culturally appropriate repertoire of skills and techniques and behaviors
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| **Ethical Legal Standards and Policy -** Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations |
| 1. **Knowledge of ethical, legal and professional standards and guidelines**
 | * Displays an understanding of ethics codes and principles and ethical decision making models
 |  |
| * Demonstrates knowledge of typical legal issues (e.g., child and elder abuse reporting, HIPAA, Confidentiality, Informed Consent)
 |  |
| * Actively consults with supervisor to act upon ethical and legal issues
 |  |
| * Discusses ethical implications of professional work
 |  |
| * 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
 |  |
| 1. **Application of Ethical Decision Making and Ethical Conduct**
 | * Applies applicable ethical principles and standards in professional writings and presentations
 |  |
| * Applies applicable ethics concepts in research design and subject treatment
 |  |
| * Applies ethics and professional concepts in teaching and training activities
 |  |
| * Applies ethics and legal standards in clinical settings, including clinical supervision (e.g., mandated reporting of abuse)
 |  |
| * Seeks consultation regarding complex ethical and legal dilemmas
 |  |
| * Displays appropriate boundary management
 |  |
| * Discusses intersection of personal and professional ethical and moral issues
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| **Reflective Practice/Self-Assessment/Self-Care–** Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care |
| 1. **Reflective Practice**
 | * Displays problem solving skills, critical thinking, organized reasoning, and intellectual curiosity and flexibility
 |  |
| * Systematically and effectively monitors and adjusts professional performance in action as situation requires
 |  |
| 1. **Self-Assessment**
 | * Identifies areas requiring further professional growth
 |  |
| * Accurately identifies level of competence across all competency domains
 |  |
| 1. **Self-Care**
 | * Anticipates and self-identifies disruptions in functioning and intervenes at an early stage/with minimal support from supervisors
 |  |
| * Engages in appropriate self-care
 |  |

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| **Relationships -** Relate effectively and meaningfully with individuals, groups, and/or communities |
| 1. **Interpersonal Relationships**
 | * Involved in departmental, institutional, or professional activities or governance
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| * Maintains satisfactory interpersonal relationships with clients, peers, faculty, allied professionals, and the public
 |  |
| * Works collaboratively
 |  |
| 1. **Affective Skills**
 | * Tolerates ambiguity and uncertainty
 |  |
| * Tolerates and understands interpersonal conflict
 |  |
| * Makes appropriate disclosures regarding problematic interpersonal situations
 |  |
| * Accepts, evaluates and implements feedback from others
 |  |
| * Demonstrates assertive communication with faculty members and peers when necessary \*
 |  |
| 1. **Expressive Skills**
 | * Demonstrates effective command of language in written form
 |  |
| * Demonstrates effective command of language in oral expression
 |  |

**Clinical Applied Competencies**

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| **Assessment -** Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations |
| 1. **Measurement and Psychometrics**
 | * Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction
 |  |
| * Demonstrates awareness and competent use of culturally sensitive instruments, norms
 |  |
| * Seeks consultation as needed to guide assessment
 |  |
| 1. **Evaluation Methods**
 | * Demonstrates knowledge of initial interviewing (both structured and semi-structured interviews, mini-mental status exam)
 |  |
| * Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams
 |  |
| * Accurately and consistently selects, administers, scores, and interprets assessment tools
 |  |
| * Selection of assessment tools reflects a flexible approach to answering the diagnostic questions
 |  |
| * Independently prepares reports based on results of assessment , including a 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
 |  |
| 1. **Application of Methods**
 | * Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information
 |  |
| * Regularly selects and uses appropriate methods of evaluation
 |  |
| * Demonstrates ability to adapt environment and materials within limits of standardized administration and according to client needs (e.g., lighting, privacy, ambient noise)
 |  |
| * Provides meaningful, understandable, and useful feedback
 |   |
| * Competently administers and interprets standardized intelligence tests\*
 |  |
| * Competently administers and interprets self-report instruments (e.g., PAI, CDI) \*
 |  |
| * Provides clients rationale for the structure of the interview and discusses limits of confidentiality \*
 |  |
| * Interviews a wide variety of patients with problems representing a range of severity or difficulty \*
 |  |
| 1. **Diagnosis**
 | * Articulates relevant developmental features and clinical symptoms as applied to presenting question
 |  |
| * Demonstrates ability to identify problem areas and conduct a differential diagnosis
 |  |
| * Demonstrates knowledge of DSM criteria
 |  |
| 1. **Conceptualization and Recommendations**
 | * Formulates case conceptualizations incorporating theory and case material
 |  |
| * Treatment plans incorporate relevant developmental features and clinical symptoms as applied to presenting problem
 |  |
| 1. **Communication of Findings**
 | * Writes an effective comprehensive report
 |  |
| * Effectively communicates results verbally to consumers
 |  |
| **Intervention -** Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations |
| 1. **Knowledge of Interventions**
 | * Identifies basic strengths and weaknesses of intervention approaches for different problems and populations
 |  |
| * Investigates existing literature related to problems and client issues
 |  |
| * Presents rationale for intervention strategy that includes empirical support
 |  |
| 1. **Intervention planning**
 | * Articulates a basic understanding of how intervention choices are informed by assessment
 |  |
| * Can state and defend one’s theoretical perspective regarding intervention
 |  |
| * Independently selects an intervention or range of interventions appropriate for the presenting issue(s)
 |  |
| * Uses case formulation of problematic behaviors to develop treatment plans \*
 |  |
| * Writes treatment plans that specify desired behavioral outcomes (goals), treatment personnel, treatment conditions (e.g., when, where etc.), and method for monitoring ongoing behavior changes \*
 |  |
| * Defends the selection of the treatment strategy empirically, logically, and theoretically \*
 |  |
| * Prioritizes treatment target \*
 |  |
| 1. **Skills in Intervention Implementation**
 | * Develops rapport and relationships with wide variety of clients
 |  |
| * Uses good judgment about unexpected issues, such as crises, use of supervision, confrontation
 |  |
| * Independently and effectively implements a typical range of intervention strategies appropriate to practice setting
 |  |
| * Terminates treatment appropriately
 |  |
| * Collaborates effectively with other providers or systems of care
 |  |
| * Implements at least one evidence-based treatment with an adult patient (e.g., assertiveness training, exposure therapy, systematic desensitization, cognitive restructuring, relaxation training) \*
 |  |
| 1. **Progress evaluation**
 | * Describes explicitly how treatment objectives will be measured throughout the therapeutic process \*
 |  |
| * Assesses and documents treatment progress and outcomes
 |  |
| * Alters treatment plan accordingly
 |  |
| * Describes instances of lack progress and actions taken in response
 |  |
| * Critically evaluates own performance in the treatment role
 |  |
| * Uses objective criteria to evaluate treatment efficacy and determine need to modify the treatment strategy \*
 |  |
| * Monitors and tracks at least one dependent variable in treating each client \*
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| **Consultation -** The ability to provide expert guidance or professional assistance in response to a client’s needs or goals. |
| 1. **Role of Consultant**
 | * Articulates common and distinctive roles of consultant, clinician, and supervisor
 |  |
| * Recognizes situations in which consultation is appropriate
 |  |
| 1. **Addressing Referral Question**
 | * Implements systematic approach to data collection in a consultative role
 |  |
| * Demonstrates ability to gather information necessary to answer referral question
 |  |
| 1. **Communication of Findings**
 | * Identifies appropriate approaches and processes for providing written and verbal feedback and recommendation to consultee
 |  |
| 1. **Application of Methods**
 | * Identifies and implements consultation interventions that meet consultee goals
 |  |

**Scientific Competencies**

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| **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 |
| 1. **Scientific Mindedness**
 | * Uses evidence to support assertions
 |  |
| * Performs scientific critique of literature
 |  |
| * Independently accesses and applies scientific knowledge & skills to the solution of problems
 |  |
| * Readily presents own work for the scrutiny of others
 |  |
| 1. **Scientific Foundation of Psychology**
 | * Demonstrates understanding of core scientific conceptualizations of human behavior
 |  |
| * Demonstrates understanding of psychology as a science, including basic knowledge of the breadth of scientific psychology.
 |  |
| 1. **Scientific Foundation of Professional Practice**
 | * Understands the development of evidence based practice in psychology (EBP)
 |  |
| * Applies EBP concepts in case conceptualization, treatment planning, and interventions
 |  |
| * Compares and contrasts theoretical perspectives and interventions in the context of case conceptualization and treatment planning \*
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| **Research/evaluation -** Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities |
| 1. **Scientific Approach to Knowledge Generation**
 | * Demonstrates understanding that psychologists evaluate the effectiveness of their professional activities
 |  |
| * Demonstrates understanding of research methods and techniques of data analysis
 |  |
| * Demonstrates research and scholarly activity, which includes presentations at conferences, participation on research teams, and submission of manuscripts for publication
 |  |
| * 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 communities
 |  |
| * Effectively reviews or edits manuscripts prepared by others \*
 |  |
| 1. **Scientific Conduct: Problem Conceptualization \***
 | * Identifies areas in need of review, data-based work, and/or conceptual work \*
 |  |
| * Describes and discusses basic and applied research and how it is essential to clinical practice \*
 |  |
| * Recognizes principal strengths and limitations of specific empirical studies and conduct a satisfactory critical review and evaluation of an area of research \*
 |  |
| * States a research question (hypothesis) using operational terms \*
 |  |
| * Defines independent and dependent variables operationally \*
 |  |
| 1. **Scientific Conduct: Research Design \***
 | * States rationale for selecting either single-subject or group designs \*
 |  |
| * States the difference between a descriptive, correlational, and experimental research design \*
 |  |
| * Selects design appropriate to hypothesis(es) being tested \*
 |  |
| * Selects appropriate participant(s) for study \*
 |  |
| * Selects and/or develops dependent measures with appropriate attention to reactivity, representativeness, reliability, observer bias, and convergent and discriminant validity \*
 |  |
| * Identifies variables that may confound experimental findings and determines whether any such confounding variables are present in a specific design \*
 |  |
| * Identifies the various types of experimental controls available in conducting research and determine the necessity of using any of these experimental controls for a specific study \*
 |  |
| * Displays sensitivity to issues of cultural diversity in selection of study participants and research question \*
 |  |
| * Designs a study to address a specific research question (e.g., factorial designs) \*
 |  |
| * States advantages and disadvantages of different sampling techniques (e.g., random, stratified, and probability) in devising a sampling strategy \*
 |  |
| 1. **Scientific Conduct: Data Collection \***
 | * Collects data in a systematic way \*
 |  |
| * Follows guidelines for ethical conduct of research outlined by appropriate university committees (e.g., IRB) \*
 |  |
| 1. **Scientific Conduct: Data Analysis \***
 | * Makes informed decisions regarding data reduction, making decisions about invalid or missing data\*
 |  |
| * Can identify basic procedures for analyzing data (e.g., ANOVA, multiple regression) \*
 |  |
| * Uses computerized statistical programs used in data analysis \*
 |  |
| * States an appropriate rationale regarding choice of statistical analyses \*
 |  |
| * Conducts fundamental data analytic procedures (e.g. discriminant function analysis, ANOVAS, multiple regression) \*
 |  |
| * States assumptions of parametric tests and can state when to use nonparametric tests \*
 |  |
| * Competently uses either planned comparisons or post hoc tests of multiple mean comparisons to follow up significant effects \*
 |  |
| 1. **Communication of Research Findings \***
 | * Writes using APA style \*
 |  |
| * Competently presents research findings in oral form \*
 |  |

**Educational Competencies**

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|  **Teaching -** Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology |
| 1. **Knowledge**
 | * Observes differences in teaching styles
 |  |
| * Demonstrates knowledge of various methods of assessing student learning
 |  |
| * Demonstrates knowledge of methodological considerations in assessment of teaching effectiveness
 |  |
| 1. **Skills**
 | * Demonstrates ability to organize and present information related to a topic
 |  |
| * Introduces innovation/creativity into application of teaching method
 |  |
| * Utilizes evaluation strategy to assess learning objectives met
 |  |
| * Integrates feedback to modify future teaching strategies
 |  |
| * Effectively supervises an undergraduate student (e.g., teaching or research assistant) \*
 |  |
| * Uses media effectively in presentation (e.g., multimedia, handouts) \*
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| **Supervision -** Supervision and training in the professional knowledge base and of evaluation of the effectiveness of various professional activities |
| 1. **Knowledge of Roles and Processes**
 | * Articulates a philosophy or model of supervision and reflects on how this model is applied
 |  |
| * Identifies and tracks goals and tasks of supervision related to developmental progression
 |  |
| * Demonstrates knowledge of limits of competency to supervise
 |  |
| * Constructs plans to deal with areas of limited competency
 |  |
| * Possesses an awareness of factors affecting quality of supervision \*
 |  |
| 1. **Participation in Supervision Process**
 | * Seeks supervision to improve performance, presenting work for feedback, and integrating feedback into performance
 |  |
| * Provides supervision to less advanced students, peers or other service providers in typical cases appropriate to the service setting
 |  |

**Systems Competencies**

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| **Interdisciplinary systems –** Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines  |
| 1. **Knowledge of the shared and distinctive contributions of other professions**
 | * Demonstrates knowledge, respect, and valuing of roles, functions and service delivery systems of other professions
 |  |
| * Demonstrates knowledge that participation in interdisciplinary collaboration/consultation enhances outcomes
 |  |
| 1. **Functioning in multidisciplinary and interdisciplinary contexts**
 | * Demonstrates ability to cooperate with others in task completion on interdisciplinary teams
 |  |
| * Demonstrates skill in interdisciplinary settings in working with other professionals to incorporate psychological information into overall team planning and implementation
 |  |
| * Demonstrate respectful and productive relationships with individuals from other professions
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|  **Management-administration -** Manage the direct delivery of services and/or the administration of organizations, programs, or agencies |
| 1. **Management**
 | * Manages direct delivery of services under supervision, e.g., scheduling, billing, maintenance of records
 |  |
| * Identifies responsibilities, challenges, and processes of management
 |  |
| * Recognizes role of and need for clerical and other staff, and treats them with respect
 |  |
| 1. **Administration**
 | * Complies with relevant regulations
 |  |
| * Responds appropriately to direction provided by managers
 |  |
| * Completes reports and other assignments promptly
 |  |
| * Complies with record-keeping guidelines
 |  |
| * Demonstrates understanding of quality improvement procedures in direct delivery of services basic management of direct services
 |  |
| * Discusses and collects appropriate fees for service
 |  |
| 1. **Leadership**
 | * Joins and becomes involved with professional organizations \*
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|  |  |
| * Identifies strengths and weaknesses of program or department and potential solutions to problems
 |  |
| * Proactively provides input, participates in organizational assessment and functions
 |  |

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| **Advocacy –** Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level |
| 1. **Empowerment**
 | * Articulates social, political, economic or cultural factors that may impact on human development and functioning
 |  |
| * Assists others (e.g., client, student, community agencies) in development, implementation, and evaluation of self-advocacy plans
 |  |
| 1. **Systems Change**
 | * Articulates role as change agent
 |  |
| * Formulates and engages in plan for action for systems change
 |  |

Format and organization from the Assessment of Competency Benchmarks Work Group convened by the APA Board of Educational Affairs in collaboration with the Council of Chairs of Training Councils (CCTC), July 2008.

Form adapted from: Larkin, K.T. & Morris, T.L. (2015). The process of competency acquisition during doctoral training. *Training and Education in Professional Psychology, 9(4),* 300 – 308.

Competencies marked with an asterisk (\*) are from the WVU Initial Program Competency Checklist and reflect program specific competencies. All other competencies were selected from:

Fouad, N. A., Grus, C. L., Hatcher, R. L., Kaslow, N. J., Hutchings, P. S., Madson, M. B., Collins, F. L., & Crossman, R. E. (2009). Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels. *Training & Education in Professional Psychology, 3*(suppl.),S5-S26. doi:10.1037/a0015832