

Trainee Competency Evaluation Form

Trainee Name: _____

Date of Evaluation: ___/___/___

Supervisory Team Members: _____

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

Assessment Methods used (check all that apply)

- | | | |
|---|--|---|
| <input type="checkbox"/> Direct Observation | <input type="checkbox"/> Case Presentation | <input type="checkbox"/> Review of Clinical Notes |
| <input type="checkbox"/> Video tape | <input type="checkbox"/> Review of Written Work | <input type="checkbox"/> Discussion of Clinical Interaction |
| <input type="checkbox"/> Audiotape | <input type="checkbox"/> Review of Raw Test Data | <input type="checkbox"/> Feedback from other staff |

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

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

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

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

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

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

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

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

5 = Performance at *Independent Professional Practice*

Competency I: Research

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

COMPETENCY: RESEARCH ELEMENT: SCIENTIFIC MINDEDNESS ITEM: 1A				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates an understanding of the importance of scientific thinking Examples: <ul style="list-style-type: none"> • Discusses the need for evidence to support assertions • Presents own work for the scrutiny of others 	Displays beginning critical scientific thinking Examples: <ul style="list-style-type: none"> • With supervisor, formulates appropriate questions regarding case conceptualization⁴ 	Demonstrates independent critical thinking skills Examples: <ul style="list-style-type: none"> • Questions assumptions of knowledge • Evaluates study methodology and scientific basis of findings • Formulates appropriate questions regarding case conceptualization 	Values and applies scientific methods to professional practice Examples: <ul style="list-style-type: none"> • Cites literature to support ideas in case conferences and supervision • Generates hypotheses regarding own contribution to therapeutic process and outcome¹ 	Independently applies scientific methods to practice Examples: <ul style="list-style-type: none"> • Independently accesses and applies scientific knowledge and skills appropriately to the solution of problems
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></div>				
COMPETENCY: RESEARCH ELEMENT: SCIENTIFIC FOUNDATION OF PSYCHOLOGY ITEM: 1B				
Level 1	Level 2	Level 3	Level 4	Level 5
Demonstrates basic understanding of psychology as a science Examples: <ul style="list-style-type: none"> • Articulates basic knowledge of the breadth of scientific psychology 	Demonstrates interest in the science of psychology Examples: <ul style="list-style-type: none"> • Engages in assigned readings/supervision regarding conceptualizations of human behavior • Reviews scholarly literature on a topic as needed 	Demonstrates beginning level knowledge of core science (i.e., scientific bases of behavior) Examples: <ul style="list-style-type: none"> • Discusses the core scientific conceptualizations of human behavior • Cites scientific literature to support an argument when appropriate 	Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior) Examples: <ul style="list-style-type: none"> • Critically evaluates scientific literature • Describes intersections across core areas of psychological science 	Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior) Examples: <ul style="list-style-type: none"> • Accurately evaluates scientific literature regarding clinical issues • Identifies multiple factors and interactions of those factors that underlie pathological behavior
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments: <div style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></div>				

COMPETENCY: RESEARCH
ELEMENT: SCIENTIFIC FOUNDATION OF PROFESSIONAL PRACTICE
ITEM: 1C

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates awareness of scientific foundation of professional psychology</p> <p>Examples:</p> <ul style="list-style-type: none"> • Completes assigned readings/supervision regarding development of evidence based practice in psychology (EBP) as defined by American Psychological Association (APA) 	<p>Understands the scientific foundation of professional practice</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates the development of EBP as defined by APA • Describes the scientific foundations of the competencies • Cites scientific literature to support an argument when appropriate • Evaluates scholarly literature on a practice-related topic as needed 	<p>Demonstrates knowledge, understanding, and application of the concept of evidence-based practice under supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> • Applies EBP concepts in case conceptualization, treatment planning, and interventions in consultation with supervisor • Works with supervisor to compare and contrast EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment • Appropriately selects evidence-based treatment under supervision and incorporates evidence into psychoeducation with patient and family 	<p>Demonstrates knowledge, understanding, and application of the concept of evidence-based practice with minimal supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> • Applies EBP concepts to practice with minimal supervision • Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization with minimal supervision • Appropriately selects evidence-based treatment when evidence is limited • Describes strengths and limitations of evidence supporting use of different treatment modalities for specific situations 	<p>Independently applies knowledge and understanding of scientific foundations independently applied to practice</p> <p>Examples:</p> <ul style="list-style-type: none"> • Independently reviews scholarly literature related to clinical work and applies knowledge to case conceptualization • Independently applies EBP concepts in practice • Independently compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning • Integrates emerging studies of treatments into clinical practice
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Not yet achieved Level 1

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

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

Comments: Not yet achieved Level 1

COMPETENCY: RESEARCH
ELEMENT: APPLICATION OF SCIENTIFIC METHOD TO PRACTICE
ITEM: 1E

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates understanding of the need to evaluate practices, interventions, and programs</p> <p>Examples:</p> <ul style="list-style-type: none"> • Acknowledges that psychologists evaluate the effectiveness of their professional activities • Engages in readings/supervision regarding methods of evaluating practices, interventions and programs 	<p>Understands the need to evaluate practices, interventions, and programs</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies possible methods of evaluating practices, interventions, and programs. • Identifies the utility of each practice activity. 	<p>Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs under supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> • Describes how outcomes are measured in each practice activity • Articulates aspects of program evaluation 	<p>Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs with minimal supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> • Participates in program evaluation 	<p>Independently applies scientific methods of evaluating practices, interventions, and programs</p> <p>Examples:</p> <ul style="list-style-type: none"> • Evaluates practice activities using accepted techniques • Compiles and analyzes data on own clients (outcome measurement) • Uses findings from outcome evaluation to alter intervention strategies as indicated

Comments: Not yet achieved Level 1

RESEARCH AVERAGE: _____

OVERALL RESEARCH COMMENTS:

Competency II: Ethical and Legal Standards

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

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

COMPETENCY: Ethical and Legal Standards

ELEMENT: Awareness and Application of Ethical Decision Making Model (EDMM)

ITEM: 2B

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates awareness of the importance of an ethical decision model to practice and the importance of applying it</p> <p>Examples:</p> <ul style="list-style-type: none"> Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, Informed consent, confidentiality, multiple relationships, and competence) Names several components of sound ethical decision making models (EDMM; e.g. http://www.centerforethicalpractice.org/publications/models-mary-alice-fisher-phd/ethical-decision-making-model) 	<p>Applies knowledge of ethical decision making model to a dilemma presented in supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> Presents an EDMM in supervision and applies it to case vignettes Discusses ethical dilemmas and decision making in supervision Uses an EDMM when discussing cases in supervision 	<p>Demonstrates application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines</p> <p>Examples:</p> <ul style="list-style-type: none"> Identifies potential conflicts in basic ethical and legal issues within an EDMM framework. Addresses basic ethical and legal issues within an EDMM with supervisory support Discusses ethical dilemmas and decision making in staff meetings, presentations, training settings 	<p>Demonstrates solid performance in handling ethical situations; requires supervision for unusual or complex ethical situations; independently identifies and addresses basic ethical dilemmas</p> <p>Examples:</p> <ul style="list-style-type: none"> Spontaneously and reliably identifies potential conflicts in complex ethical and legal issues. Within clinical interactions, independently identifies and addresses common/basic ethical dilemmas using EDMM Actively and independently seeks consultation with supervisor in unusual or complex ethical situations and uses EDMM Addresses complex ethical and legal issues using EDMM with supervisory support 	<p>Identifies and addresses ethical dilemmas autonomously</p> <p>Examples:</p> <ul style="list-style-type: none"> Within clinical interactions, independently identifies and addresses common and complex ethical dilemmas Takes appropriate steps when others behave unprofessionally Accurately identifies and seeks supervision or consultation when needed to enhance practice Serves as a resource consultant to others regarding ethical dilemmas Seeks opportunities to engage in advanced understanding of various ethical standards, guidelines, laws, etc.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Not yet achieved Level 1

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

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

Comments:

Not yet achieved Level 1

ETHICAL AND LEGAL STANDARDS AVERAGE: _____

OVERALL ETHICAL AND LEGAL STANDARDS COMMENTS:

Competency III: Individual and Cultural Diversity

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

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

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

COMPETENCY: INDIVIDUAL AND CULTURAL DIVERSITY

ELEMENT: OTHERS: Others as Shaped by Individual and Cultural Diversity and Context;(e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context

ITEM: 3B

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Recognizes the importance of having knowledge, awareness, and understanding of other individuals as cultural beings</p> <p>Examples:</p> <ul style="list-style-type: none"> • Completes assigned readings/activities to strengthen awareness of others' cultural identity • Recognizes others' identities are shaped by multiple cultural factors • Recognizes the impact of cultural and linguistic diversity when communicating with people of different backgrounds • Understands that individuals may have multiple cultural identities when interacting with others 	<p>Understands that individuals have unique dimensions of diversity and attitudes towards diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Discusses knowledge, awareness, and understanding of other individuals as cultural beings • Articulates a nascent understanding of the necessity of considering culture and context when interacting with others • Describes the influence of psychosocial factors (gender, ethnicity, culture, economic) on others' psychological health and development • Discusses, in educational settings/contexts, issues of diversity relating to others 	<p>Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals</p> <p>Examples:</p> <ul style="list-style-type: none"> • Values knowledge of others' cultural identity in work as a professional • Self-reflects, shows empathy and curiosity about patients and families, and demonstrates openness to different beliefs and points of view • Respects fellow trainees and other members of the treatment team • Discusses the effects of oppression and privilege on self and others 	<p>Seeks out opportunities to strengthen knowledge, awareness, and understanding of how individuals have unique dimensions of diversity and attitudes towards diverse others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Critically evaluates feedback given about diversity issues with others • Willingly initiates discussions re: diversity issues in the context of supervision, recognizes need to address biases, assumptions, and the fact that own worldview may be different from others' worldviews • Seeks out additional resources, training, and/or education in order to understand others' cultural identities and the ways in which they impact professional work • Recognizes disparities in health care access at individual and community levels 	<p>Models the ability to independently monitor and apply knowledge of others as cultural beings in interactions with others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Independently monitors and applies knowledge of others as cultural beings • Independently understands and articulates own cultural identity in interactions with others • Models ongoing practice and learning about cultural diversity issues • Creates opportunities for others to strengthen their ability to understand the cultural factors of others • Designs trainings/didactics focused on learning about others' cultural identities • Supervises or teaches trainees about the importance of having awareness/knowledge of others' cultural identities

Comments:

Not yet achieved Level 1

COMPETENCY: INDIVIDUAL AND CULTURAL DIVERSITY

ELMENT: SELF AND OTHERS Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context; (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context

ITEM: 3C

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

COMPETENCY: INDIVIDUAL AND CULTURAL DIVERSITY
ELEMENT: Applications based on Individual and Cultural Context
ITEM: 3D

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

Comments:

Not yet achieved Level 1

INDIVIDUAL AND CULTURAL DIVERSITY AVERAGE: _____

OVERALL INDIVIDUAL AND CULTURAL DIVERSITY COMMENTS:

Competency IV: Professional Values and Attitudes

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

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

COMPETENCY: PROFESSIONAL VALUES AND ATTITUDES

ELEMENT: Department

ITEM: 4B

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

Not yet achieved Level 1

COMPETENCY: PROFESSIONAL VALUES AND ATTITUDES

ELEMENT: Accountability

ITEM: 4C

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Accountable and reliable for those demands placed on him/her</p> <p>Examples:</p> <ul style="list-style-type: none"> • Turns in assignments in accordance with established deadlines • Discusses personal organization skills • Follows policies and procedures of institution • Follows through on commitments • Consistently keeps appointments with supervisors, patients, and other professionals 	<p>Beginning to take responsibility of own workload</p> <p>Examples:</p> <ul style="list-style-type: none"> • Completes required case documentation promptly and accurately • Shows evidence of organization and time management • Schedules appropriate appointments with supervisors, patients and other professionals 	<p>Accepts responsibility for own actions and schedule with increased autonomy</p> <p>Examples:</p> <ul style="list-style-type: none"> • Plans and organizes own workload, with supervisor oversight • Accepts responsibility for meeting deadlines • Follows procedures for coverage for clinical and non-clinical responsibilities • Available when “on-call” • Acknowledges errors to supervisor and staff • Utilizes supervision to strengthen effectiveness of practice • Manages time effectively across situation and setting 	<p>Independently accepts personal responsibility across settings and contexts</p> <p>Examples:</p> <ul style="list-style-type: none"> • Independently accepts personal responsibility across settings and contexts • Flexible with scheduling and time management • Covers professional duties for colleagues when appropriate • Ability to complete tasks and goes beyond expectations in order to solve difficult problems/challenges 	<p>Enhances one’s ability to be more productive and increase productivity and accountability of others</p> <p>Examples:</p> <ul style="list-style-type: none"> • Enhances own professional productivity • Holds one’s self accountable for and submits to external review of quality service provision • Leads efforts to create systems to cover professional duties when appropriate

Comments:

Not yet achieved Level 1

COMPETENCY: PROFESSIONAL VALUES AND ATTITUDES

ELEMENT: Concern for the Welfare of Others

ITEM: 4D

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates awareness of the need to uphold and protect the welfare of others (clients specifically)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates the importance of confidentiality, privacy, and informed consent • Recognizes and articulates the suffering of others and the wish to relieve it for others • Discusses the need to uphold and protect the welfare of others • Displays initiative to help others 	<p>Demonstrates awareness of the need to uphold and protect the welfare of others (expanding to professionals and team members)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Identifies challenging professional situations and articulates the need for compassion for other professionals in these difficult situations⁴ 	<p>Acts to understand and safeguard the welfare of others¹</p> <p>Examples:</p> <ul style="list-style-type: none"> • Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds • Determines when response to client needs takes precedence over personal needs • Communicates consistent understanding of patient and family expressed needs and a desire to meet those needs on a regular basis; is responsive in demonstrating kindness and compassion • Works effectively with diverse clients and families, as well as diverse professionals (e.g., race/ethnicity, age, sex, sexual orientation, disability status) in providing and coordinating care 	<p>Anticipates needs of clients in order to proactively advocate on their behalf⁴</p> <p>Examples:</p> <ul style="list-style-type: none"> • Anticipates the human needs of patients and families (beyond those expressed needs) and works to meet those needs as part of daily practice, seeks to meet those needs independently • Proactively advocates on behalf of individual patients, families, and groups of children in need 	<p>Independently acts to safeguard the welfare of others¹</p> <p>Examples:</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 • Compassionate with others who are dissimilar from oneself, who express negative affect (e.g., hostility), and/or who seek care for proscribed behavior, such as violence, predation, or dangerousness

Comments:

Not yet achieved Level 1

COMPETENCY: PROFESSIONAL VALUES AND ATTITUDES
ELEMENT: Professional Identity
ITEM: 4E

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

Comments:

Not yet achieved Level 1

PROFESSIONAL VALUES AND ATTITUDES AVERAGE: _____

OVERALL PROFESSIONAL VALUES AND ATTITUDES COMMENTS:

Competency V: Communication and Interpersonal Skills

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

COMPETENCY: COMMUNICATION AND INTERPERSONAL SKILLS
ELEMENT: Interpersonal Relationships-Cares about people and connecting/maintain relationships when things are going well
ITEM: 5A

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Displays awareness of and ability to perform basic interpersonal skills</p> <p>Examples:</p> <ul style="list-style-type: none"> • Listens to and is empathic with others • Respects and shows interest in others’ cultures, experiences, values, points of view, goals and desires, fears, etc. • Demonstrates interpersonal skills verbally and non-verbally • Recognizes the importance of giving and receiving feedback to maintain healthy relationships • Develops therapeutic relationships with patients and families in uncomplicated situations • Describes and respects cultural and linguistic diversity in communicating with people of different backgrounds • Discusses the awareness of suffering and the wish to relieve it for others similar to oneself 	<p>Forms relationships with clients, peers/colleagues, supervisors</p> <p>Examples:</p> <ul style="list-style-type: none"> • Works cooperatively and collaboratively with peers • Forms effective working alliances with most clients • Engages with supervisors to work effectively • Understands the rationale for a team approach to care • Supports a team approach to the maintenance and promotion of health and treatment of disease and disorders • Understands the rationale for promoting effective communication with and between patients, families and other professionals • Understands the psychologist’s and other professionals’ unique roles on health-care teams • Attends and passively participates in and supports activities of team-based care • Develops working relationships across specialties and systems in uncomplicated situations • Discusses the awareness of suffering and the wish to relieve it for others who are dissimilar to oneself 	<p>Maintains productive and respectful relationships with clients, peers/colleagues, supervisors</p> <p>Examples:</p> <ul style="list-style-type: none"> • Coordinates respectful and collegial interactions with those who have different professional models or perspectives • Maintains satisfactory and effective interpersonal relationships with clients, peers, faculty, supervisors • Uses strategies to promote team approaches to care • Develops productive working relationships with patients, families and other professionals • Participates actively in multidisciplinary care team • Develops therapeutic relationships with patients and families in complicated situations • Identifies and reflects feelings overtly expressed by others, in a manner that furthers the goals of prof. activities • Receives client’s feedback of feeling supported • Reflects upon and addresses the suffering and the wish to relieve it for others who are dissimilar from oneself, who express negative affect (hostility), and/or who seek care for proscribed behavior, such as violence, predation, or dangerousness 	<p>Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines</p> <p>Examples:</p> <ul style="list-style-type: none"> • Develops and maintains relationships with patients, their families, other professionals, communities, and other systems involving patients • Integrates knowledge of team organization, relevant systems and policies and relationship-building principles to promoting effective relationships among teams • <i>Tailors</i> communication strategies to different patients, families, professionals and across situations • Provides consultation to patients, families and others <i>tailored</i> to their needs and understanding • Sustains relationships across systems of care with patients and families during long-term follow-up⁵ • Effectively leads multidisciplinary patient care and family meetings 	<p><i>Manages effective relationships with a wide range of clients, colleagues, organizations and communities</i></p> <p>Examples:</p> <ul style="list-style-type: none"> • Negotiates challenging, difficult and complex relationships including those with individuals and groups that differ significantly from oneself to maintain effective and satisfying relationships among individuals, patients and team members • Develops enriching interpersonal relationships with clients, peers, faculty, allied professionals, and the public • Models effective relationships with clients, peers, other professionals • Assists/supervises others to maintain effective working relationships • Leads and facilitates meetings within the organization/system
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Comments:

Not yet achieved Level 1

COMPETENCY: COMMUNICATION AND INTERPERSONAL SKILLS

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

ITEM: 5B

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

Comments:

Not yet achieved Level 1

COMPETENCY: COMMUNICATION AND INTERPERSONAL SKILLS

ELEMENT: Expressive Skills- communication across increasing complicated clinical situations

ITEM: 5C

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Communicates ideas, feelings, and info clearly using verbal, nonverbal, and written skills</p> <p>Examples:</p> <ul style="list-style-type: none"> • Conveys non-verbal behavior consistent with verbal communications • Writes in a way that is organized, easy to understand, and conveys the main point • States understanding of basic components of effective written and oral formats of communication • Uses verbal language that is organized, easy to understand and conveys main points • Maintains appropriate boundaries in sharing information by electronic communication and in the use of social media • Communication is understandable, consistent across expressive modalities 	<p>Communicates ideas, feelings, and info clearly using verbal, nonverbal, and written skills- applied to clinical situations</p> <p>Examples:</p> <ul style="list-style-type: none"> • Understands terms and concepts used in professional texts and in others' case reports • Prepares clearly written assessment reports • Uses professional terms and concepts appropriately and clearly in discussions, case reports, etc. • Shares clinical opinions with supervisors using language that supervisors understand • Uses and facilitates accurate, clear, and effective communication with and between patients, families, professionals, other institutions, systems related to patient care • Uses developmentally appropriate language in all phases of communication with patients • Communicates with families at an appropriate level of sophistication • Consistently communicates strategies to ensure patient and family understanding • Documents clinical encounters in the medical record in an accurate and timely way consistent with institutional policies 	<p>Communicates clearly using verbal, nonverbal, and written skills in a professional context</p> <p>Examples:</p> <ul style="list-style-type: none"> • Provides verbal feedback to client regarding assessment and diagnosis using language the client can understand in challenging situations • Uses appropriate professional language when dialoguing with other healthcare providers • Presents clinical process to supervisor in a succinct, organized, well-summarized way for typical cases • Effectively facilitates communication with patients, families and other professionals on a care team • Demonstrates written communication with patients, families, colleagues and other health care providers that is appropriate, efficient, <i>and pertinent</i> • Appropriately <i>balances</i> patient confidentiality and the family's right to know • Appropriately <i>balances</i> patient confidentiality and communication with the treatment team • Consistently engages patients and families in shared decision making • Demonstrates appropriate face-to-face interaction while using EMR 	<p>Demonstrates clear understanding and use of professional language across care providers under complicated circumstances</p> <p>Examples:</p> <ul style="list-style-type: none"> • Seeks out supervisor support to enhance skills related to communication for increasingly complex clinical and professional situations • Ensures transitions of care are optimally communicated across systems and continuums of care • Demonstrates skillful communication that is appropriate, efficient, concise and pertinent with patients, families, colleagues and co-workers • Recruits appropriate assistance from supervisors and external sources when cultural differences create barriers to patient care • Documents thoroughly and efficiently patient encounters and uses discretion and judgment in the inclusion of sensitive patient material in the medical record • Uses discretion and judgment in electronic communication with families, patients, and colleagues 	<p>Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates descriptive, understandable command of language, both written and verbal • Prepares sophisticated and compelling case reports • Treatment summaries are concise, yet comprehensive • Participates in the development of changes in rules, policies and procedures related to communication technology • Engages in scholarly activity regarding effective communication and documentation
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Comments:

Not yet achieved Level 1

COMMUNICATION AND INTERPERSONAL SKILLS AVERAGE: _____

OVERALL COMMUNICATION AND INTERPERSONAL SKILLS COMMENTS:

Competency VI: Assessment

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

COMPETENCY: ASSESSMENT ELEMENT: Knowledge and Application of Evidence-Based Practice (EBP) ITEM: 6A				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates knowledge of the <i>value</i> of EBP and its role in scientific psychology</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates the relationship of EBP to the science of psychology • Discusses in supervision different interventions and explanations for their use based on EBP 	<p>Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications;</p> <p>Examples:</p> <ul style="list-style-type: none"> • Formulates a searchable question from a clinical practice problem and conducts a basic online search to answer it • Investigates existing literature related to problems and client issues with supervisor guidance • Identifies basic strengths and weaknesses of different assessment and intervention approaches • With guidance, selects reasonable (evidence-based) interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting 	<p>Applies knowledge of EBP under moderate supervision, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences</p> <p>Examples:</p> <ul style="list-style-type: none"> • Applies the concept and value of EBP and its role in scientific and applied psychology • Independently searches for and discriminates among evidence relevant to clinical practice problems • Critically appraises different types of research, including RCT's, systematic reviews, meta-analyses and practice guidelines • Creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences in consultation with supervisor • Shows improvement in clinical practice based on continual self-assessment and evidence-based information 	<p>Applies knowledge of EBP with minimal supervision including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences; Begins to self-monitor own process of keeping up to date with evidence-based practice; continues to receive consultation on complicated cases</p> <p>Examples:</p> <ul style="list-style-type: none"> • Writes a comprehensive case summary incorporating evidence-based practice • Presents rationale for intervention strategies that include empirical support • Independently creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences • Demonstrates use of a system or process for keeping up with relevant changes in psychology 	<p>Independently applies knowledge of EBP including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences; models and disseminates EBP</p> <p>Examples:</p> <ul style="list-style-type: none"> • Teaches others techniques to efficiently incorporate evidence gathering into clinical workflow • Contributes to the knowledge base and disseminates new information through peer-reviewed publication and other scholarly activity • Sustains a practice of self-assessment and keeping up with relevant changes in psychology and applied evidence appropriately to practice
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<p>Comments:</p> <p style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></p>				

COMPETENCY: ASSESSMENT

ELEMENT: Knowledge and Application of Diagnostic Interviewing Techniques

ITEM: 6B

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

Comments:

Not yet achieved Level 1

COMPETENCY: ASSESSMENT**ELEMENT: Knowledge and Application of Evaluation/Measurement/Assessment Tools****ITEM: 6C**

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

	<ul style="list-style-type: none"> Relates observations with test performance in discussion with supervisor Discusses diagnostic formulation and case conceptualization in didactics or with supervisor 		<p>diagnosis, case conceptualization, and recommendations</p> <ul style="list-style-type: none"> Assesses development across all domains Seeks consultation as needed to guide assessment Adapts assessment to patient characteristics with moderate supervision 	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:				
Not yet achieved Level 1 <input type="checkbox"/>				

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

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

Not yet achieved Level 1

COMPETENCY: ASSESSMENT

ELEMENT: Communication of Assessment Findings

ITEM: 6E

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

		<ul style="list-style-type: none"> • Includes both strengths and weaknesses in written and verbal feedback • Communicates diagnostic information (including both primary and comorbid diagnoses and the relationships among them) to client/caregivers in clear and direct language • Results are provided in an open and honest, yet supportive and sensitive manner • Answers questions appropriately with supervisor support • Awareness that the verbal feedback sessions can be both instructive and change invoking – the beginnings of a therapeutic process 	<p>consumers with minimal supervision</p> <ul style="list-style-type: none"> • Effectively communicates complete diagnostic picture, rule-outs, assessment results, limitations of findings, and makes appropriate recommendations verbally in a supportive manner to clients/caregivers with minimal supervision • Includes both strengths and weaknesses in written and verbal feedback • Flexibly communicates results based on family understanding with minimal supervision • Appropriate recognizes the therapeutic process involved in feedback sessions • Effectively answers questions with minimal supervision 	<p>instructive and change invoking – the beginnings of a therapeutic process</p> <ul style="list-style-type: none"> • Flexibly communicates results based on family understanding • Efficiently communicates results while minimizing jargon • Effectively answers questions from client/caregivers – to include effectively managing sensitive and potentially controversial topics, as well as being able to construct appropriate responses to novel questions/concerns • Effectively manages client/caregiver grief in feedback session 					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></p>									

<p>ASSESSMENT AVERAGE: _____</p>
<p>ASSESSMENT COMMENTS:</p>

Competency VII: Intervention

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

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

COMPETENCY: INTERVENTION

ELEMENT: Intervention planning

ITEM: 7B

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Displays an emerging understanding of the relationship between assessment and intervention, conducts a rigid standardized interview</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates a beginning understanding of how intervention choices are informed by assessment (e.g., clinical intake, testing) • Articulates a beginning understanding of how initial and ongoing assessment guides the process of intervention • Uses a standard interview template to prompt all questions; does not vary the approach based on a patient's unique physical, cultural, socioeconomic, or situational needs; may feel intimidated or uncomfortable asking personal questions of patients 	<p>Displays a growing understanding of using ongoing assessment to guide treatment planning, conducts a more flexible personalized interview to inform treatment planning, requires considerable structuring from supervisor</p> <p>Examples:</p> <ul style="list-style-type: none"> • Formulates basic case conceptualization and treatment planning skills • Uses the interview template to establish rapport and focus on information exchange relevant to a patient's or family's primary concerns • Identifies physical, cultural, psychological, and social barriers to communication, but often has difficulty managing them • Begins to use non-judgmental questioning scripts in response to sensitive situations 	<p>Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation, requires anticipatory guidance for session planning and troubleshooting</p> <p>Examples:</p> <ul style="list-style-type: none"> • Articulates a theory of change and identifies interventions to implement change • Displays treatment planning skills, including case conceptualization, appropriate to the health concern and developmental status of the patient and family • Integrates best available research with clinical expertise in the context of patient illness, characteristics, culture, and preferences • Uses the interview template to effectively establish rapport • <u>Mitigates</u> physical, cultural, psychological, and social barriers in most situations • Communicates verbal and non-verbal language that promotes trust, respect, and understanding; develops scripts to approach most difficult communication scenarios 	<p>Demonstrates a solid case formulation and conceptualization grounded in evidenced-based practices and theory, able to think through multiple case scenarios and treatment plan accordingly during supervision or in vivo</p> <p>Examples:</p> <ul style="list-style-type: none"> • Writes case conceptualization reports and collaborative treatment plans incorporating evidence-based practices • Demonstrates case conceptualization and treatment planning that are theoretically grounded and evidence-based • Implements evidence-based health and behavior interventions • Selects interventions for different problems and populations related to the practice setting • Implements health and behavior interventions with fidelity to empirical models and flexibility to adapt where appropriate 	<p>Independently plans interventions; case conceptualizations and intervention plans are specific to case and context, others seek out this trainee's input in their own treatment planning</p> <p>Examples:</p> <ul style="list-style-type: none"> • Accurately assesses presenting issues taking in to account the larger life context, including diversity issues • Conceptualizes cases independently and accurately • Independently selects intervention(s) appropriate for the presenting issue(s) • Case conceptualization and treatment planning are highly integrative across contexts and adaptive to the changing needs of patients • Determines situations that require different role functions and shifts roles accordingly to meet referral needs

Comments:

Not yet achieved Level 1

COMPETENCY: INTERVENTION

ELEMENT: Skills

ITEM: 7C

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Displays basic helping skills</p> <p>Examples:</p> <ul style="list-style-type: none"> Utilizes helping skills, such as empathic /reflective listening, framing problems Uses non-verbal communication such as eye-contact and body positioning with clients to convey interest and concern 	<p>Displays basic clinical skills¹</p> <p>Examples:</p> <ul style="list-style-type: none"> Establishes rapport with uncomplicated clients/Develops rapport with most clients Establishes therapeutic relationships with uncomplicated clients Reports, mostly accurately, to the supervisor about how therapeutic relationships are being developed and potential areas of concern Able to shift from relationship building to intervention delivery Connects with clients and families in an authentic manner that fosters a trusting and loyal relationship Begins to use past experiences to anticipate and read (in real time) the emotional responses in himself and others across a limited range of medical communication scenarios, but does not yet have the ability or insight to moderate behavior to effectively manage the emotions; strong emotions in oneself and others may still become overwhelming 	<p>Displays clinical skills within the context of a therapeutic relationship</p> <p>Examples:</p> <ul style="list-style-type: none"> Establishes and maintains rapport and a therapeutic relationship with typical clients Utilizes appropriate judgment about when to consult supervisor outside the supervision hour(s) Independently seeks supervision in complicated treatment situations Able to maintain therapeutic relationship while providing effective, evidence-based intervention Anticipates, reads, and reacts to emotions in real time with appropriate and professional behavior in nearly all typical communication scenarios, including those evoking very strong emotions; uses these abilities to gain and maintain therapeutic alliances with others⁵ 	<p>Displays clinical skills with a variety of clients, in established as well as consultative therapeutic relationships</p> <p>Examples:</p> <ul style="list-style-type: none"> Develops rapport and relationships with wide variety of clients Establishes and maintains rapport and a therapeutic relationship with complicated clients while providing effective, evidence-based intervention Continues to seek supervision in complicated treatment situations Perceives, understands, uses, and manages emotions in a broad range of communication scenarios and learns from new or unexpected emotional experiences; effectively manages own emotions appropriately in all situations; effectively and consistently uses emotions to gain and maintain therapeutic alliances with others 	<p>Displays clinical skills with a wide variety of clients and uses good judgment <u>even in unexpected or difficult situations</u></p> <p>Examples:</p> <ul style="list-style-type: none"> Uses good judgment about unexpected issues, such as crises, use of supervision, confrontation Effectively delivers intervention despite ruptures in therapeutic relationship and/or during crisis situations Intuitively perceives, understands, uses, and manages emotions to improve the health and well-being of others and to foster therapeutic relationships in any and all situations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p> <p style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></p>				

COMPETENCY: INTERVENTION
ELEMENT: Intervention Implementation
ITEM: 7D

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

Comments:

Not yet achieved Level 1

COMPETENCY: INTERVENTION

ELEMENT: Progress Evaluation

ITEM: 7E

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

Comments:

Not yet achieved Level 1

INTERVENTION AVERAGE: _____

INTERVENTION COMMENTS:

Competency VIII: Supervision

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

COMPETENCY: SUPERVISION				
ELEMENT: Supervisory processes and procedures				
ITEM: 8A				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>Awareness of basic understanding of P&P of supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> Recalls the policies and procedures (including due process) related to performance evaluations for supervisees Describes informed consent with supervisee Identifies the basic tenets of a specific model of supervision 	<p>Demonstrates basic knowledge of supervision models and practices</p> <p>Examples:</p> <ul style="list-style-type: none"> Prepares a preliminary supervision contract Articulates range of supervision models available and the utility of such models Articulates supervisor role (protection of the client and public, gatekeeping for the profession, enhancing the functioning of the supervisee to develop to their potential) Reviews the policies and procedures (including due process) related to performance evaluations for supervisees Describes one's expectations (evaluation, roles, responsibilities) of the supervision relationship, supervisor & supervisee behavior Observes supervisee's sessions and provides feedback on performance Outlines competency expectations and provides feedback to trainees on progress regularly 	<p>Identifies and tracks progress of one's goals and tasks of supervision while providing timely and relevant feedback</p> <p>Examples:</p> <ul style="list-style-type: none"> Presents goals and related tasks of supervisee's growth and development to the supervisee Monitors and communicates progress on goals to supervisee Emphasizes clear articulation of training goals Encourages the supervisee's development Identifies and reflects the supervisee's areas of strength and efficacy to the See regularly reviews the progress of supervisee with the supervisee Identifies goals and tasks of supervision related to developmental progression Tracks progress achieving goals and setting new goals HSP: appreciates normative developmental challenges vs. truly problematic behaviors Observes a random sampling of supervisee's sessions and provides feedback on performance Provides feedback to early and advanced level learners Provides feedback in a way that is sensitive to the power differential of the evaluative role also held by supervisor Identifies potential problem behaviors early, communicating these to the supervisee, taking steps to address in a timely manner seeks out 2nd opinions on potential problematic behavior, looks for increased 	<p>Demonstrates knowledge of effectively evaluating and addressing competency within a supervisee</p> <p>Examples:</p> <ul style="list-style-type: none"> Manages the power differential within the supervisory relationship so that collaboration of care is optimized Recognizes and addresses the possibility of shame or demoralization that may come with feedback Balances amount and type of feedback given in any one sessions Documents supervisee's professional behaviors and attitudes of concern in writing with dates and specific behaviors Seeks consultation when supervisee has problems to ensure full understanding of the program, institutional and legal P&P Addresses performances problems directly Encourages supervisee to self-evaluate and use this as a launching pad for further eval discussion and to enhance self-reflection (noting self eval is not always very accurate) Develops a plan to address PB Closely monitors and documents progress of supervisee after performance plan has been initiated Supervisor remains sensitive to individual and cultural differences throughout process 	<p>Demonstrates knowledge of effectively evaluating and addressing competency within self as a supervisor</p> <p>Examples:</p> <ul style="list-style-type: none"> Writes a supervisory contract that accurately reflects roles and expectations of supervisor and supervisee (content, method and context of supervision (logistics, roles and processes)) incorporating lessons learned Demonstrates knowledge of the scholarly literature on supervision Assesses one's own supervision competency HSP: evaluates their own role in the supervisory relationship and adjusts their role/style as needed, providing more direction and oversight, assuring appropriate clinical care Constructs plans to deal with areas of limited competency

		opportunities to observe behaviors of concern		
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Comments: <div style="text-align: right;">Not yet achieved Level 1 <input type="checkbox"/></div>				

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

reflect that knowledge		and coordination of goals and expectations <ul style="list-style-type: none"> • Teaches others techniques to efficiently incorporate evidence gathering into clinical workflow • Demonstrates sufficient knowledge of psychotherapy to teach and supervise others effectively 	<ul style="list-style-type: none"> • Supervises treatment planning of other learners and multidisciplinary providers • Teaches formulation to advanced learners 	<ul style="list-style-type: none"> • Teaches and supervises other learners in clinical evaluation
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Comments:

Not yet achieved Level 1

SUPERVISION AVERAGE: _____

SUPERVISION COMMENTS:

Competency IX: Consultation and interprofessional/interdisciplinary skills

Consultation and interprofessional/interdisciplinary skills are reflected in the intentional collaboration of professionals in health service with other individuals or groups to address a problem, seek or share knowledge, or promote effectiveness in professional activities. Demonstrate aptitude applying this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

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

COMPETENCY: CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

ELEMENT: Addressing referral question

ITEM: 9B

Level 1	Level 2	Level 3	Level 4	Level 5
<p>Demonstrates exposure level awareness of referral questions</p> <p>Examples:</p> <ul style="list-style-type: none"> • Understands referral question as described by supervisor 	<p>Able to describe typical referral questions in a hypothetical professional activity</p> <p>Examples:</p> <ul style="list-style-type: none"> • Describes different referral questions under supervision 	<p>Demonstrates understanding of referral question</p> <p>Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions with supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> • Describes referral question independently • Identifies sources and types of assessment tools with supervision • Selects appropriate means of assessment with supervision • Implements systematic approach to data collection in a consultative role with supervision 	<p>Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question</p> <p>Examples:</p> <ul style="list-style-type: none"> • Demonstrates ability to gather information necessary to answer referral question independently • Clarifies and refines referral question based on analysis/assessment of question • Identifies sources and types of assessment tools independently • Selects appropriate means of assessment independently • Implements systematic approach to data collection in a consultative role independently 	<p>Able to shape or suggest referral questions based on concerns of other clinicians/providers, without the benefit of clear referral questions</p> <p>Examples:</p> <ul style="list-style-type: none"> • Creates guidelines/protocols for referral questions • Assists other providers in creating or shaping referral questions
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Not yet achieved Level 1

COMPETENCY: CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

ELEMENT: Communication of consultation findings

ITEM: 9C

Level 1	Level 2	Level 3	Level 4	Level 5
<p>No expectation regarding communication of consultation findings.</p>	<p>Able to observe communication of consultation findings and reflect in supervision on the experience</p> <p>Examples:</p> <ul style="list-style-type: none"> • Discusses supervisor's verbal/written communication in supervision 	<p>Identifies literature and knowledge about process of informing consultee of assessment findings</p> <p>Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations with supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> • Discusses with supervisor process of informing consultee of assessment findings, including discussion of different approaches and processes • for providing written and verbal feedback and recommendations to consultee • Carries out a mock presentation of findings • Informs consultee of assessment findings in written and verbal format with moderate supervision 	<p>Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations with minimal supervision</p> <p>Examples:</p> <ul style="list-style-type: none"> • Prepares clear, useful consultation reports and recommendations to all appropriate parties with minimal supervision • Provides verbal feedback to consultee of results and offers appropriate recommendations with minimal supervision 	<p>Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations independently</p> <p>Develops methods of providing feedback to consultee</p> <p>Examples:</p> <ul style="list-style-type: none"> • Prepares clear, useful consultation reports and recommendations to all appropriate parties independently • Provides verbal feedback to consultee of results and offers appropriate recommendations independently • Develops templates for use in consultation • Publishes/presents methods of providing consultation • Supervises others in communicating consultation findings

Comments:

Not yet achieved Level 1

COMPETENCY: CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS

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

ITEM: 9D

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

Comments:

Not yet achieved Level 1

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS AVERAGE: _____

CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS COMMENTS: