

Foundational Competencies Codebook¹

I. Professionalism – Professional values and ethics as evidenced in behavior and comportment that reflects the values and ethics of psychology, integrity, and responsibility.		
A. Integrity - Honesty, personal responsibility and adherence to professional values.		
Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Failure to complete assigned or routine tasks during clinic on call hours Failure to complete required clinic trainings (e.g., HIPPA) and orientations 	<ul style="list-style-type: none"> Demonstrates honesty, even in difficult situations Takes responsibility for own actions Displays basic understanding of core professional values Demonstrates ethical behavior & basic knowledge of APA Ethical Principles & Code of Conduct: see below: Foundational Competency: Ethical-legal standards-policy 	<ul style="list-style-type: none"> Demonstrates knowledge of professional values Demonstrates adherence to professional values Identifies situations that challenge professional values, and seeks faculty/supervisor guidance as needed. Demonstrates ability to share, discuss and address failures and lapses in adherence to professional values with supervisors/faculty as appropriate
B. Deportment - Understands how to conduct oneself in a professional manner (appropriate communication and physical conduct, including attire, across different settings).		
Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Not presenting for clinic on call hours or session observation appointments in professional attire and appropriate hygiene Discussing client(s) information in public areas of the clinic or elsewhere Discussion of client(s) in unprofessional terms or with disrespect for individual differences 	<ul style="list-style-type: none"> Demonstrates appropriate personal hygiene and attire Distinguishes between appropriate and inappropriate language and demeanor in professional contexts 	<ul style="list-style-type: none"> Demonstrates awareness of the impact behavior has on client, public and profession Utilizes appropriate language and demeanor in professional communications Demonstrates appropriate physical conduct, including attire, consistent with context
C. Accountability - Accountable and reliable (consistently reliable; consistently accepts responsibility for own actions).		
Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Failure to complete required observation or client contact hours and notes or reports in a timely manner Failure to maintain responsibility in scheduling rooms and/or resources both when initiating scheduling and when changes are needed 	<ul style="list-style-type: none"> Turns in assignments in accordance with established deadlines Demonstrates personal organization skills Plans and organizes own workload Aware of and follows policies and procedures of institution 	<ul style="list-style-type: none"> Completes required case documentation promptly and accurately Accepts responsibility for meeting deadlines Available when “on-call” Acknowledges errors Utilizes supervision to strengthen effectiveness of practice

¹ Although not all inclusive, examples of behaviors that correspond to each competency rating are listed below. Please note that “Well Developed Competence” category listed corresponds with the “Readiness for Internship” category from the “Competency Benchmark Document” (Fouad et al., 2009), which is the product of the Assessment of Competency Benchmarks Work Group convened by the APA Board of Educational Affairs (iterative versions are housed here: <http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx>) in collaboration with the Council of Chairs of Training Councils (CCTC) (July 2008).

D. Concern for the Welfare of Others - Consistently acts to understand and safeguard the welfare of others.		
Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Engaging in behaviors that compromise a safe environment emotionally or physically Abandonment of client(s) 	<ul style="list-style-type: none"> Displays initiative to help others Articulates importance of concepts of confidentiality, privacy, informed consent Demonstrates compassion 	<ul style="list-style-type: none"> Regularly demonstrates compassion Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds Determines when response to client needs takes precedence over personal needs
E. Professional Identity - Emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professionals.		
Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Cannot conduct an appropriate literature search Fails to seek needed supervision when appropriate Does not integrate supervision into care of client(s) Failure to attend schedule supervision (individually or on team) 	<ul style="list-style-type: none"> Has membership in professional organizations Demonstrates knowledge of the program and profession (training model, core competencies) Demonstrates knowledge about practicing within one's competence Understands that knowledge goes beyond formal training 	<ul style="list-style-type: none"> Attends colloquia, workshops, conferences Consults literature relevant to client care

II. Reflective Practice / Self-Assessment / Self-Care – Practice conducted with personal and professional self-awareness and reflection; with awareness and reflection; with awareness of competencies; with appropriate self-care.

A. Reflective Practice - Broadened self-awareness; self- monitoring; reflectivity regarding professional practice (reflection-on-action); use of resources to enhance reflectivity; elements of reflection-in-action.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Does not articulate attitudes, values, and beliefs that guide behavior and decision-making Fails to acknowledge impact of self on others Does not use introspection to monitor the effect of personal issues on professional work and relationships Failure to foster development of individual and cultural identities Does not use supervision as an opportunity to facilitate self-awareness as related to professional performance, roles, and responsibilities 	<ul style="list-style-type: none"> Displays basic mindfulness and self-awareness; basic reflectivity regarding professional practice (reflection-on-action) Problem solving skills (critical thinking) organized reasoning intellectual curiosity and flexibility <p>Demonstrates openness to:</p> <ul style="list-style-type: none"> considering own personal concerns & issues recognizing impact of self on others articulating attitudes, values, and beliefs toward diverse others self-identifying multiple individual and cultural identities systematically reviewing own professional performance with supervisors/teachers 	<ul style="list-style-type: none"> Articulates attitudes, values, and beliefs toward diverse others Recognizes impact of self on others Self-identifies multiple individual and cultural identities Describes how others experience him/her and identifies roles one might play within a group Responsively utilizes supervision to enhance reflectivity Systematically and effectively reviews own professional performance via videotape or other technology with supervisors Initial indicators of monitoring and adjusting professional performance in action as situation requires

B. Self-Assessment - Broadly accurate self-assessment of competence; consistent monitoring and evaluation of practice activities.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> • Fails to recognize professional limitations, 'blindspots' & mistakes • Fails to recognize strengths • Despite input from others, does not develop specific and realistic professional goals • Cannot describe an adequate subset of core competencies for scientist-practitioners • Does not devote adequate time to self-evaluation and review of professional performance 	<ul style="list-style-type: none"> • Knowledge of core competencies; emerging self-assessment re: competencies • Demonstrates awareness of clinical competencies for professional training • Develops initial competency goals for early training (with input from faculty) 	<ul style="list-style-type: none"> • Self-assessment comes close to congruence with assessment by peers and supervisors • Identifies areas requiring further professional growth • Writes a personal statement of professional goals • Identifies learning objectives for overall training plan • Systemically and effectively reviews own professional performance via videotape or other technology

C. Self-Care - Attention to personal health and well-being to assure effective professional functioning.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> • Lacks awareness of personal & professional values and priorities • Fails to balance personal & professional commitments in a manner consistent with ones values & priorities • Relies on ineffective &/or maladaptive coping (e.g., puts physical health or important relationships at risk) • Denies personal vulnerabilities • Fails to seek help/advice for personal difficulties with the potential to impair professional functioning 	<ul style="list-style-type: none"> • Understanding of the importance of self-care in effective practice • Knowledge of self-care methods • Attention to self-care • Demonstrates basic awareness and attention to self-care 	<ul style="list-style-type: none"> • Monitoring of issues related to self-care with supervisor. • Understanding of the central role of self-care to effective practice • Works with supervisor to monitor issues related to self-care • Takes action recommended by supervisor for self-care to ensure effective training

III. Scientific Knowledge and Methods - Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.**A. Scientific Mindedness**

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> • Passive acceptance of published literature as truth • Unable/Unwilling to present own research in multiple modalities (e.g., written, oral) 	<ul style="list-style-type: none"> • Displays critical scientific thinking • Aware of need for evidence to support assertions • Questions assumptions of knowledge • Evaluates study methodology and scientific basis of findings • Presents own work for the scrutiny of others 	<ul style="list-style-type: none"> • Values and applies scientific methods to professional practice. • Articulates, in supervision and case conference, support for issues derived from the literature • Formulates appropriate questions regarding case conceptualization • Generates hypotheses regarding own contribution to therapeutic process and outcome • Performs scientific critique of literature

B. Scientific Foundation of Psychology - Knowledge of core science.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> • Unable to articulate the scientific method • Applies illogical steps in place of scientific reasoning and evaluation 	<ul style="list-style-type: none"> • Understanding of psychology as a science. • Demonstrates understanding of core scientific conceptualizations of human behavior • Demonstrates understanding of psychology as a science, including basic knowledge of the breadth of scientific psychology. For example: able to cite scientific literature to support an argument. • Evaluates scholarly literature on a topic 	<ul style="list-style-type: none"> • In-depth knowledge of core science • Displays intermediate level knowledge of and respect for scientific bases of behavior

C. Scientific Foundation of Professional Practice - Knowledge, understanding, and application of the concept of evidence-based practice.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> • Fails to learn the evidence base associated with interventions and assessments • Considers interventions and assessments without regard to their scientific status • Considers interventions and assessments without regard to their acceptability within the client's values • Considers interventions and assessments without regard to the clinician's preparation/expertise 	<ul style="list-style-type: none"> • Understanding the scientific foundation of professional practice • Understands the development of evidence based practice in psychology (EBP) as defined by APA • Displays understanding of the scientific foundations of the functional competencies • Cites scientific literature to support an argument • Evaluates scholarly literature on a practice-related topic 	<ul style="list-style-type: none"> • Knowledge, understanding, and application of the concept of evidence-based practice • Applies EBP concepts in case conceptualization, treatment planning, and interventions • Compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning.

IV. Relationships - Relates effectively and meaningfully with individuals, groups, and/or communities.**A. Interpersonal Relationships**

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> • Limited or poor interpersonal relationships • Fails to listen/attend to others • Unable to see or dismisses alternative views & values • Unreliable, inconsistent • Blames others; does not take responsibility for own errors • Repeated boundary violations or excessive distance in therapeutic/supervisory relationship • Does not prepare for supervision or seek assistance 	<ul style="list-style-type: none"> • Displays interpersonal skills • Listens and is empathic with others • Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. • Demonstrates skills verbally and non-verbally. • Receives feedback well 	<ul style="list-style-type: none"> • Forms/maintains productive, respectful relationships with clients, peers, supervisors and professionals from other disciplines • Forms effective working alliance with clients • Engages with supervisors to work effectively • Works cooperatively with peers • Involved in departmental, institutional, or professional activities or governance • Demonstrates respectful and collegial interactions with those who have different professional models or perspectives

B. Affective Skills - Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Frequent conflict with others OR avoids conflict Doesn't challenge or confront clients when appropriate Immature, superficial or distant relationships Poor working alliance with clients Becomes angry or overly upset by negative feedback Insensitive, over critical feedback or resistant to providing constructive criticism to peers Avoids introspection; lacks awareness of own role in interactions 	<ul style="list-style-type: none"> Demonstrates affective skills Demonstrates affect tolerance Tolerates and understands interpersonal conflict Tolerates ambiguity and uncertainty Demonstrates awareness of inner emotional experience Demonstrates emotional maturity Listens to and acknowledges feedback from others 	<ul style="list-style-type: none"> Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively. Works collaboratively Demonstrates active problem-solving Makes appropriate disclosures regarding problematic interpersonal situations Acknowledges own role in difficult interactions Provides feedback to supervisor regarding supervisory process Provides feedback to peers regarding peers' clinical work in context of group supervision or case conference Accepts and implements supervisory feedback non-defensively.

C. Expressive Skills – Ability to clearly and articulately express oneself.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Uses language that is vague or contains too much jargon Unable to articulate e.g. stumbles, incomplete sentences/ideas, rambles too much or overly brief 	<ul style="list-style-type: none"> Demonstrates coherent expressive skills Communicates ideas, feelings and information verbally and non-verbally 	<ul style="list-style-type: none"> Clear and articulate expression Communicates clearly using verbal, nonverbal, and written skills Demonstrates understanding of professional language

V. Individual and Cultural Diversity - Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

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

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Has difficulty recognizing prejudices 	<ul style="list-style-type: none"> Knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others. Demonstrates this self-knowledge, awareness, and understanding. For example: articulates how ethnic group values influence who one is and how one relates to other people. 	<ul style="list-style-type: none"> Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation Understands and monitors own cultural identities in relation to work with others Uses knowledge of self to monitor effectiveness as a professional Critically evaluates feedback and initiates supervision regularly about diversity issues

B. Others as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context.		
Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Does not talk about inexperience or lack of exposure to individuals/groups from different backgrounds 	<ul style="list-style-type: none"> Knowledge, awareness, and understanding of others individuals as cultural beings. Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals. Critically evaluates feedback and initiates supervision regularly about diversity issues with others. 	
C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context.		
Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Holds some beliefs which limit effectiveness with certain clients 	<ul style="list-style-type: none"> Knowledge, awareness, and understanding of interactions between self and diverse others Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals 	<ul style="list-style-type: none"> Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others Understands the role of multiple cultural identities in interactions among individuals Uses knowledge of the role of culture in interactions in work as a professional Critically evaluates feedback and initiates supervision regularly about diversity issues with others
D. Applications Based on Individual and Cultural Context - Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation.		
Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Lacks insight into impact of personal experiences on case conceptualization, choice of treatment, etc. 	<ul style="list-style-type: none"> Basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues). Demonstrates basic knowledge of literatures on individual and cultural differences and engages in respectful interactions that reflects this knowledge Demonstrates understanding of the need to consider ICD issues in all aspects of professional psychology work through respectful interactions 	<ul style="list-style-type: none"> Demonstrates knowledge of ICD literature and APA policies, including guidelines for practice with diverse individuals, groups and communities Demonstrates ability to address ICD issues across professional settings and activities Works effectively with diverse others in professional activities Demonstrates awareness of effects of oppression and privilege on self and others

VI. Ethical Legal Standards and Policy - Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

A. Knowledge of Ethical, Legal and Professional Standards and Guidelines - Knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/ professional codes, standards and guidelines; laws, statutes, rules, regulations.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> • Unable to locate the APA Ethical Code. • Unable to identify which code is currently in place (e.g., which year of publication represents the current code). • Unable to identify additional codes that are salient to professional practice (e.g. child custody, forensic, and so on) 	<ul style="list-style-type: none"> • Basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making] • Beginning knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting. • Displays a basic understanding of this knowledge (e.g., APA, Ethics Code and principles, Ethical Decision Making Models) • Demonstrates knowledge of typical legal issues (e.g., child and elder abuse reporting, HIPAA, Confidentiality, Informed Consent) 	<ul style="list-style-type: none"> • Intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/ professional codes, standards and guidelines; laws, statutes, rules, regulations • Identifies ethical dilemmas effectively • actively consults with supervisor to act upon ethical and legal aspects of practice • Addresses ethical and legal aspects within the case conceptualization • Discusses ethical implications of professional work • Recognizes and discusses limits of own ethical and legal knowledge

B. Awareness and Application of Ethical Decision Making - Knows and applies an ethical decision-making model and is able to apply relevant elements.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> • Unable to identify, with the narrative code available, applicable sections to an ethical decision making dilemma. • Failure to identify appropriate means and resources for obtaining consultation and/or supervision when facing an ethical decision making dilemma 	<ul style="list-style-type: none"> • Demonstrates the importance of an ethical decision model applied to practice. • Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, Informed consent, confidentiality, multiple relationships, and competence) • Identifies potential conflicts between personal belief systems, APA ethics code and legal issues in practice. 	<ul style="list-style-type: none"> • Knows and applies an ethical decision-making model and is able to apply relevant elements of ethical decision making to a dilemma. • Uses an ethical decision-making model when discussing cases in supervision. • Readily identifies ethical implications in cases and to understand the ethical elements in any present ethical dilemma or question • Discusses ethical dilemmas and decision-making in supervision, staffing, presentations, & practicum settings

C. Ethical Conduct - Knowledge of own moral principles/ethical values integrated in professional conduct.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> • Failure to seek consultation before responding to an ethical decision making dilemma • Enacts conduct that is inconsistent with supervisor mandates regarding ethical conduct, without first seeking consultation from Clinic Director 	<ul style="list-style-type: none"> • Ethical attitudes and values evident in conduct • Evidences desire to help others • Demonstrates openness to new ideas • Shows honesty/integrity/values ethical behavior • Demonstrates personal courage consistent with ethical values of psychologists • Displays a capacity for appropriate boundary management • Implements ethical concepts into professional behavior 	<ul style="list-style-type: none"> • Knowledge of own moral principles/ethical values integrated in professional conduct • Articulates knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues • Spontaneously discusses intersection of personal and professional ethical and moral issues

VII. Interdisciplinary Systems – Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

A. Knowledge of the Shared and Distinctive Contributions of Other Professions.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Lacks awareness or understanding of basic contributions of allied professions such as social work, psychiatry 	<ul style="list-style-type: none"> Beginning, basic knowledge of the viewpoints and contributions of other professions/ professionals Demonstrates knowledge, respect, and valuing of roles, functions and service delivery systems of other professions 	<ul style="list-style-type: none"> Awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems Intermediate level knowledge of common and distinctive roles of other professionals Reports observations of commonality and differences among professional roles, values, and standards

B. Functioning in Multidisciplinary and Interdisciplinary Contexts.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Displays defensiveness when interacting with others 	<ul style="list-style-type: none"> Demonstrates cooperation Demonstrates ability to cooperate with others in task completion 	<ul style="list-style-type: none"> Beginning, knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning Demonstrates knowledge of the nature of interdisciplinary vs. multidisciplinary function and the skills that support interdisciplinary process

C. Understands How Participation in Interdisciplinary Collaboration/ Consultation Enhances Outcomes.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Does not practice reflective listening skills or dominates discussion with own ideas 	<ul style="list-style-type: none"> Knowledge of how participating in interdisciplinary collaboration/ consultation can be directed toward shared goals. Demonstrates understanding of concept 	<ul style="list-style-type: none"> Participates in and initiates interdisciplinary collaboration/ consultation directed toward shared goals. Consults with and cooperates with other disciplines in service of clients

D. Respectful and Productive Relationships with Individuals from Other Professions.

Does Not Meet Expectations	Readiness for Practicum	Well Developed Competence
<ul style="list-style-type: none"> Makes dismissive or disparaging comments of other disciplines 	<ul style="list-style-type: none"> Awareness of the benefits of forming collaborative relationships with other professionals Expresses interest in developing collaborative relationships and respect for other professionals 	<ul style="list-style-type: none"> Develops and maintains collaborative relationships and respect for other professionals Communicates effectively with individuals from other profession