Chapter 7. Evaluation of Student Performance and Grievance Procedures

Evaluation of Performance

The core clinical faculty normally conducts evaluative reviews of each student at least once a year. The primary purpose of these reviews is to recognize the performance of students whose work is outstanding, to identify students who are not performing adequately in one or more aspects of the program so as to intervene as soon as possible, and to monitor the progress of students on probation.

Regular evaluations. All doctoral students in clinical psychology receive written evaluations of their overall progress in the program following each spring semester, and first-year students additionally receive written evaluations after the fall semester. These evaluations are prepared by the students' advisor in collaboration with the other core clinical faculty, and based on experience of the advisor and feedback from the students' other instructors and supervisors.

The feedback is summarized on the program's Competence Rating Form, which includes scale ratings and open-ended feedback. A copy of the 2nd Year + form is included at the end of this chapter; the 1st year form differs somewhat. Faculty discuss the feedback with students and provide the students with their Competence Rating Form.

If a student wishes to add a clarification to the Competence Rating Form or disagrees with any rating, they can submit a written response to include with their student record. Written student responses are also welcome with the other forms of evaluation in the program (supervisor evaluations, etc.)

To demonstrate student readiness for **entry into practice**, students must achieve ratings at the "Meets or Exceeds Expectations" level for **ALL** items on the most recent evaluations from faculty (i.e., Competence Rating Form) by the **conclusion** of the doctoral program.

"Needs Attention" is the minimum acceptable rating from year to year in the program, and indicates that the competency is beginning to develop but warrants particular attention and monitoring during the next semester by the student, the clinical faculty advisor, and any other supervisor or faculty member who is involved with rating the competence in question. This is identified as a "Minimum Level of Achievement."

A rating of "Below Expectations" on the Competence Rating Form indicates that a remediation plan must be devised by the faculty advisor with the student and any other relevant professionals (e.g., DCT, ADCT, clinical supervisor). All responsibilities and expectations are clearly defined in the remediation plan, along with dates for follow-up evaluation, and the minimum criteria for satisfying the particular competencies. See the "Student Remediation Plan" at the end of this chapter.

To facilitate evaluation, the research apprenticeship, clinical practica, externships, and advanced

clinical training are graded "P-F," while all other courses taught by clinical faculty are graded "A-B-C-F." In keeping with University practice, neither dissertation guidance nor internship is graded. In addition to course, research, and practicum performance, students are evaluated regarding their ethical behavior, their adherence to the laws and regulations governing their conduct (e.g., DC law governing mental health services), and their interpersonal competency insofar as it influences a student's professional or ethical conduct in the program or potential for work in the field.

Scope of Evaluation

The following statement on the breadth of competence is our program's adaptation of a model statement developed by the Councils of Chairs of Training Councils, in collaboration with APA.

Competence as a clinical psychologist extends beyond academic competence. Faculty, training staff, and supervisors, have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than students' academic performance may be assessed (including, but not limited to, emotional stability and well being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure—insofar as possible—that the students who complete our program are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, our program has the obligation not to advance or recommend to other programs, to training sites, or to employers, students with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students should know that their faculty and supervisors will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal therapy in order to resolve issues or problems).

This policy is applicable to settings and contexts in which evaluation would appropriately occur (e.g., coursework, practica, supervision), rather than settings and contexts that are unrelated to

the formal process of education and training (e.g., non-academic, social contexts). However, irrespective of setting or context, when a student's conduct clearly and demonstrably (a) impacts the performance, development, or functioning of the student-trainee, (b) raises questions of an ethical nature, (c) represents a risk to public safety, or (d) damages the representation of psychology to the profession or public, faculty may review such conduct within the context of the program's evaluation processes.

Probation. A student may be placed on probation for poor performance in course work, research activity, practicum work, or interpersonal competency as defined below, or for behavior that fails to meet ethical standards or violates relevant statutes or regulations (including the Health Insurance Portability and Accountability Act, HIPAA).

(A) For the research apprenticeship and course work (aside from clinical practica, externships, and advanced clinical training), the criteria for a student being placed on probation the first time are the accumulation of two C grades (in one or more semesters) or one F grade. A student is placed on probation a second time upon receiving one F or two C grades in subsequent course work.

(B) For clinical practica, externships, and advanced clinical training, the criterion for a student being placed on probation is a grade of F in any practicum, externship, or advanced clinical training. A student is placed on probation a second time if a subsequent F is earned.

(C) For adherence to ethical and legal standards, the criterion for a student being placed on probation is a violation of APA's ethical principles and code of conduct (see reference in Chapter 1, http://www.apa.org/ethics/code/index.aspx) or a violation of a law or regulation governing their conduct. Relevant laws generally include HIPAA, http://www.hhs.gov/ocr/hipaa/, and the relevant statutes in place where the student is training such as the DC Municipal Regulations for Psychology, which can be found at https://doh.dc.gov/publication/dc-municipal-regulations-psychology. It should be noted that some violations of ethics, laws, or statutes may be judged by the clinical faculty to be too serious for probation and may lead to immediate dismissal.

(D) For interpersonal competency, the criterion for a student being placed on probation is generally a pattern of interpersonal difficulties in professional or ethical situations as judged by the clinical faculty, although a single instance may be grounds for probation if sufficiently serious.

The length of each probation is one semester. The maximum cumulative allowable time on probation is two semesters. These semesters need not be consecutive. Failure to maintain satisfactory standing subsequent to two semesters of probation results in a recommendation for dismissal (see below).

The minimum criteria for returning to satisfactory standing are specified in writing (using the Remediation Plan Template) at the time the student is placed on probation. These criteria are

worked out on a case-by-case basis to address specific inadequacies reflected in past performance. The criteria may include satisfactory performance in a specified course or practicum. In essence, the clinical faculty recommends a course of action for each student placed on probation designed to improve his or her competencies in specific areas, and the faculty evaluates the extent to which future performance remediates the identified weakness.

At the regular time for evaluative reviews following the semester of probation, the clinical faculty reviews the relevant information and makes an administrative decision (a) to reinstate the student to satisfactory standing, (b) to place the student on a second semester of probation, or (c) to recommend to the department that the student be dismissed. Since the maximum cumulative allowable time on probation is two semesters, option (b) may not be chosen if the student has already accumulated two semesters on probation.

While on probation, a student may not accept a placement at an externship or internship. If a student has accepted or started a placement prior to being placed on probation, a "two-stage" process is adopted for notifying the agency involved. That is, the student is given the option of informing the agency prior to official notification. Regardless of whether the student elects to initiate notification, 2 weeks later an official letter is sent to the agency from the clinical director notifying the agency of the student's probationary status. At the option of the clinical faculty, the agency may be given the choice whether or not to begin or to continue with the placement. If the agency begins or continues with the placement, the clinical faculty may request that the agency provide particular clinical opportunities and/or early evaluation of the student.

Dismissal. The following regulation of the Graduate Studies Announcements (http://announcements.cua.edu) is important to note:

> Graduate students who are not making adequate progress towards the academic standards imposed by individual schools or departments (where applicable) will be warned by the school dean or department chair (where applicable) in writing of the possibility of dismissal. Students will be given a clear statement about what must be done within a specified time period to alleviate the problem. If the student does not meet the requirements within the time frame specified, he/she is subject to dismissal from the degree program.

> Graduate students who incur two (2) or more failing grades in formal coursework, engage in academic or research misconduct, or violate the Student Academic Dishonesty Policy, are also subject to dismissal. The University reserves the right to have appropriate academic officials review records at any time for the purpose of determining whether a student meets the standards necessary for graduation. If, in the opinion of The University, this review reveals serious shortcomings, the student may be dismissed.

> Dismissal is made by the school dean upon recommendation of the faculty or department (where applicable.) The student will be notified in writing of the grounds for dismissal and the date when the dismissal will be effective. This will normally be the end of the

semester in which the student is enrolled, but the circumstances of the dismissal will be important in determining this date.

The student has the right to appeal the dismissal decision. The appeal must be submitted in writing to the Vice Provost and Dean of Graduate Studies within fifteen (15) business days of the dismissal notification from the school dean. The Vice Provost and Dean of Graduate Studies will make the determination on the school dean's decision within seven (7) business days of receipt of the appeal. That decision will be communicated in writing to the student and the school dean. All dismissal and appeal decisions are kept on file in the Office of the Vice Provost and Dean of Graduate Studies. (p. 50-51)

A student who accumulates two or more failing grades is subject to academic dismissal, as per graduate school regulations. In other cases, except under unusual extenuating circumstances, the clinical faculty will ask the Department of Psychology to request that the Dean of Arts and Sciences dismiss a student after two semesters of probation, if the student fails to maintain satisfactory standing at any time following the second and final probation semester.

In some situations, the clinical faculty may recommend dismissal without prior probation. For example, these situations may include the accumulation of two or more failing grades in one semester, or a violation of APA's ethical principles or the relevant statutes or regulations that is judged by the clinical faculty to be too serious for probation to be a sufficient remedy.

University Policies and Grievance Procedures

- **University Grades and Academic Standing: Graduate**
  http://policies.cua.edu/academicgrad/gradesfull.cfm

- **University Academic Integrity:**
  http://graduatestudies.cua.edu/currentstudents/academintgrt.cfm

- **University Student Dishonesty:** http://policies.cua.edu/academicundergrad/integrityfull.cfm

- **University Appeal of Failing Grades Policy:**
  http://policies.cua.edu/academicundergrad/appealfailinggrades.cfm

  http://policies.cua.edu/academicundergrad/gradesprocedures.cfm

- **University Student Dishonesty:** http://policies.cua.edu/academicundergrad/integrityfull.cfm

- **University Academic Dishonesty Procedures:**
  http://policies.cua.edu/academicundergrad/integrityprocedures.cfm

- **University Disability Support Services Grievance Procedure:**
  http://dss.cua.edu/policies/grievance-procedures.cfm

- **University Complaint Process:**

- https://enrollment-services.catholic.edu/students/complaint-procedure/index.html

- **University Non-Discrimination and Equal Opportunity Information:**

https://www.catholic.edu/resources/consumer-information/non-discrimination-and-equal-opportunity-information.html

● **University Non-Discrimination, Anti-Harassment, and Title IX Compliance Policy:** http://policies.cua.edu/eeo/affirmact.cfm

Questions about policies relating to graduate studies can be to Dr. Steven Brown, Vice Provost and Dean of Graduate Studies (202-319-5247; brownjs@cua.edu). Also, see http://policies.cua.edu/academicgrad/index.cfm.

APA Ethics Code

The program recognizes the rights of students as well as faculty to be treated with courtesy and respect. All interactions among students and faculty, as well as staff, are expected to be collegial and conducted in a manner consistent with the highest standards of the scholarly community and the profession (see the APA "Ethical Principles of Psychologists and Code of Conduct," http://www.apa.org/ethics/).

APA complaint procedures. If the student feels that the program is not in compliance with APA's accreditation guidelines and principles, the student may file a complaint with the Commission on Accreditation of APA (Office of Program Consultation and Accreditation, APA, 750 First St., NE, Washington, DC 20002-4242; http://www.apa.org/ed/accreditation/; 202-336-5979).

It should be noted that "[t]he procedures for handling complaints against accredited programs are intended to deal only with complaints based on purported lack of program consistency with the *Standards of Accreditation for Health Service Psychology* (SoA). It is not a mechanism for adjudication of disputes between individuals and programs. The CoA cannot, for instance, direct a program to change a grade, readmit a student, or reinstate a faculty member. For resolution of these disputes, complainants are encouraged to follow their institution's due process and grievance procedures." (Accreditation Operating Procedures of the Commission on Accreditation, APA, 2015, p. 6).

Students who have a complaint about the program's adherence to APA's Standards of Accreditation are encouraged to discuss the complaint with departmental and university administrators prior to making a formal complaint to APA.

Accreditation Review and Student Records

The program is routinely evaluated for re-accreditation by the Commission on Accreditation of the American Psychological Association (Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street NE, Washington, DC 20002; http://www.apa.org/ed/accreditation/; 202-336-5979). In keeping with the accreditation of the APA Commission on Accreditation by the federal Department of Education, site visitors in APA

accreditation reviews are legally entitled to examine student records that contain names, such as student files. The intent of this examination is not to evaluate individual students but to evaluate the program.

Records Retention Policy The clinical psychology program maintains records on each student in the program. As described in the Standards of Accreditation: "The program is responsible for keeping information and records related to student training and complaints/grievances against the Program. Records must be maintained in accord with federal, state, and institution policies regarding record keeping and privacy." In addition, "the program must document and maintain accurate records of each student's education and training experiences and evaluations for evidence of the student's progression through the Program, as well as for future reference and credentialing purposes." Student records are retained indefinitely by the program.

Clinical Psychology Program
Student Remediation Plan

Date Plan Developed:

Student Name:

Advisor Name:

Names of those present at meeting:

Additional relevant faculty/supervisors not present:

Date for Follow-up Meeting:

Circle all competency domains in which the trainee's performance does not meet the benchmark:

Foundational Competencies:
-Professionalism, Reflective Practice/Self-Assessment/Self-care, Scientific Knowledge and Methods, Relationships, Individual and Cultural Diversity, Ethical Legal Standards and Policy, Interdisciplinary Systems, Other

Functional Competencies:
-Assessment, Intervention, Consultation, Research/evaluation, Supervision, Teaching, Advocacy, Other

Description of the problem(s) in each competency domain circled above:

Date(s) the problem(s) was brought to the student's attention, and by whom:

Steps already taken by the student to rectify the identified problem(s):

Steps already taken by the supervisor(s)/faculty to address the problem(s):

Remediation Plan

Competency Domain and Essential Components	Problem Behaviors	Expectations for Acceptable Performance	Trainee's Responsibilities and Actions	Advisor's / Supervisor's Responsibilities and Actions	Timeframe for Acceptable Performance	Assessment Methods	Dates of Evaluation	Consequences for Unsuccessful Remediation

I, [insert student's name] _____, have reviewed the above remediation plan with my primary supervisor/advisor, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above plan (please circle one). My comments, if any, are below (*PLEASE NOTE: (a) If student disagrees, comments, including a detailed description of the student's rationale for disagreement, are REQUIRED). (b) All faculty and supervisors with responsibilities or actions described in this remediation plan must sign below to indicate their agreement with the plan.*

_____   _____
Student Signature   Date   Training Director Signature   Date

_____   _____
Supervisor or Faculty Signature   Date   Supervisor or Faculty Signature   Date

Student's comments (if any. Continue on additional page if necessary).

Summative Evaluation of Remediation Plan

Follow-up Meeting Date(s):

Names of those present at meeting(s):

Additional relevant faculty/supervisors not present:

Competency Domain and Essential Components	Expectations for Acceptable Performance	Outcomes Related to Expected Benchmarks[1]	Decision: Remediation Concluded? Remediation Continued and Plan Modified?[2]	Date of Next Evaluation (if necessary)

[1]Rate as one of the following:
-Met or Exceeded Expectations
-Expectations partially met (specify which expectations were met and which were not met):
-Expectations not met

[2]If plan modified, attach additional "Remediation Plan" page (p. 3) to the end of this document.

I, [insert student name]_____, have reviewed the above summative evaluation of my remediation plan with my primary supervisor(s)/faculty, any additional supervisors/faculty, and the director of training. My signature below indicates that I fully understand the above. I agree/disagree with the above outcome assessments and next steps (please circle one). My comments, if any, are below. (*PLEASE NOTE: If trainee disagrees with the outcomes and next steps, comments, including a detailed description of the trainee's rationale for disagreement, are REQUIRED*).

_____   _____
Student Signature   Date   Training Director Signature   Date

[ADVISOR'S LETTER WITH NARRATIVE FEEDBACK ON STUDENT'S PERFORMANCE, ATTACHED TO "COMPETENCE RATING FORM" (SEE FOLLOWING PAGES)]

The Catholic University of America
Competence Rating Form for Second year + Clinical Psychology Students

Student Name: Semester/Year:

This form is to be completed by the academic advisor, and discussed with the student, at the conclusion of the Spring semester. The competencies are based on the Competency Benchmarks Document (Fouad et al., 2009). *Foundational competencies* include knowledge, skills, attitudes, and values that serve as the foundation for the functions a psychologist is expected to carry out. *Functional competencies* refer to the major functions a psychologist is expected to perform.

In making these ratings, students should be evaluated with regard to expected progress for their current developmental level of training. Rate each item as one of the following:

M   **Meets or Exceeds Expectations:** The student's knowledge and/or skill in the defined area meets or exceeds expectations given his or her level of education, training, and experience. (**NOTE**: To demonstrate student readiness for **entry into practice**, students must achieve ratings at the "Meets or Exceeds Expectations" level for **ALL** items on the most recent evaluations from faculty (i.e., Competence Rating Form) by the **conclusion** of the doctoral program.)

N   **Needs Attention:** The student's skill/knowledge in the defined area is beginning to develop, but needs further attention and improvement in the coming year.

B   **Below Expectation:** The student's knowledge or skills performance was below expectations, based on the level of education, training, and experience. **(NOTE: A remediation plan with relevant faculty and supervisor is developed for items identified as "below expectations". Items at this level fall below "Minimum Levels of Achievement."**

NA   **Not applicable** for this student at this time

DK   **Don't know**, not enough information to evaluate

Foundational Competencies

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	*Second year +: Work as psychologist-in-training infused with adherence to professional values. Recognizes situations that challenge adherence to professional values*	
	1. Demonstrates knowledge of professional values	
	2. Demonstrates adherence to professional values	

adherence to professional values	3. Identifies situations that challenge professional values, and seeks faculty/supervisor guidance as needed.	
	4. Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct	
B. Deportment	*Second year +: Professionally appropriate communication and physical conduct, including attire, across different settings*	
	5. Demonstrates awareness of the impact behavior has on client, public and profession	
	6. Utilizes appropriate language and demeanor in professional communications	
	7. Demonstrates appropriate physical conduct, including attire, consistent with context	
C. Accountability	*Second year +: Consistently reliable; consistently accepts responsibility for own actions*	
	8. Completes required case documentation promptly and accurately	
	9. Accepts responsibility for meeting deadlines	
	10. Available when "on-call"	
	11. Acknowledges errors	
	12. Utilizes supervision to strengthen effectiveness of practice	
D. Concern for the welfare of others	*Second year +: Consistently acts to understand and safeguard the welfare of others*	
	13. Regularly demonstrates compassion	
	14. Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds	
	15. Determines when response to client needs takes precedence over personal needs	
E. Professional Identity	*Second year +: Emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development*	
	16. Attends colloquia, workshops, conferences	
	17. Consults literature relevant to client care	

Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care		
A. Reflective Practice	*Second year +: Broadened self-awareness; self- monitoring; reflectivity regarding professional practice (reflection-on-action); use of resources to enhance reflectivity; elements of reflection-inaction;*	
	18. Articulates attitudes, values, and beliefs toward diverse others	
	19. Recognizes impact of self on others	
	20. Self-identifies multiple individual and cultural identities	
	21. Describes how others experience him/her	
	22. Responsively utilizes supervision to enhance reflectivity	

	23. Systematically and effectively reviews own professional performance via videotape or other technology with supervisors	
	24. Initial indicators of monitoring and adjusting professional performance as situation requires	
B. Self-Assessment	*Second year +: Knowledge of core competencies; emerging self-assessment regarding competencies*	
	25. Self-assessment comes close to congruence with assessment by peers and supervisors	
	26. Identifies areas requiring further professional growth	
	27. Writes a personal statement of professional goals	
	28. Identifies learning objectives for overall training plan	
C. Self-Care	*Second year +: Monitoring of issues related to self-care with supervisor; understanding of the central role of self-care to effective practice*	
	29. Works with supervisor to monitor issues related to self-care	
	30. Takes action recommended by supervisor for self-care to ensure effective training	

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	*Second year +: Values and applies scientific methods to professional practice*	
	31. Articulates, in supervision and case conference, support for issues derived from the literature	
	32. Formulates appropriate questions regarding case conceptualization	
	33. Generates hypotheses regarding own contribution to therapeutic process and outcome	
	34. Performs scientific critique of literature	
B. Scientific Foundation of Psychology	*Second year +: Knowledge of core science*	
	35. Displays intermediate level knowledge of and respect for scientific bases of behavior	
C. Scientific Foundation of Professional Practice	*Second year +: Knowledge, understanding, and application of the concept of evidence-based practice*	
	36. Applies EBP concepts in case conceptualization, treatment planning, and interventions	
	37. Compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning.	

Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities		
A. Interpersonal Relationships	*Second year +: Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines*	
	38. Forms effective working alliance with clients	
	39. Engages with supervisors to work effectively	
	40. Works cooperatively with peers	
	41. Involved in departmental, institutional, or professional activities or governance	
	42. Demonstrates respectful and collegial interactions with those who have different professional models or perspectives	
B. Affective Skills	*Second year +: Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively*	
	43. Works collaboratively	
	44. Demonstrates active problem-solving	
	45. Makes appropriate disclosures regarding problematic interpersonal situations	
	46. Acknowledges own role in difficult interactions	
	47. Provides feedback to supervisor regarding supervisory process	
	48. Provides feedback to peers regarding peers' clinical work in context of group supervision or case conference	
	49. Accepts and implements supervisory feedback nondefensively	
C. Expressive Skills	*Second year +: Clear and articulate expression*	
	50. Communicates clearly using verbal, nonverbal, and written skills	
	51. Demonstrates understanding of professional language	

Individual and Cultural Diversity-Awareness: sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy. (Cultural diversity is defined as cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status)		
A. Self as shaped by individual and cultural diversity and context	*Second year +: Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation*	
	52. Understands and monitors own cultural identities in relation to work with others	
	53. Uses knowledge of self to monitor effectiveness as a professional	
	54. Critically evaluates feedback and initiates supervision regularly about diversity issues	
B. Others as shaped by individual and cultural diversity and context	*Second year +: Applies knowledge of others as cultural beings in assessment, treatment, and consultation of others*	
	55. Understands multiple cultural identities in work with others	
	56. Uses knowledge of others' cultural identity in work as a professional	
	57. 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 and context	*Second year +: Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others*	
	58. Understands the role of multiple cultural identities in interactions among individuals	
	59. Uses knowledge of the role of culture in interactions in work as a professional	
	60. Critically evaluates feedback and initiates supervision regularly about diversity issues with others	
D. Applications based on individual and cultural context	*Second year +: Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation*	
	61. Demonstrates knowledge of ICD literature and APA policies including guidelines for practice with diverse individuals, groups and communities	
	62. Demonstrates ability to address ICD issues across professional settings and activities	
	63. Works effectively with diverse others in professional activities	
	64. Demonstrates awareness of effects of oppression and privilege on self and others	

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	*Second year +: 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*	
	65. Identifies ethical dilemmas effectively	
	66. Actively consults with supervisor to act upon ethical and legal aspects of practice	
	67. Addresses ethical and legal aspects within the case conceptualization	
	68. Discusses ethical implications of professional work	
	69. Recognizes and discusses limits of own ethical and legal knowledge	
B. Awareness and Application of Ethical Decision Making	*Second year +: Knows and applies an ethical decision-making model and is able to apply relevant elements of ethical decision making to a dilemma*	
	70. Uses an ethical decision-making model when discussing cases in supervision.	
	71. Readily identifies ethical implications in cases and to understand the ethical elements in any present ethical dilemma or question	
	72. Discusses ethical dilemmas and decision making in supervision, staffings, presentations, practicum settings	
C. Ethical Conduct	*Second year +: Knowledge of own moral principles/ethical values integrated in professional conduct*	
	73. Articulates knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues	
	74. Spontaneously discusses intersection of personal and professional ethical and moral issues.	

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	*Second year +: 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*	
	75. Demonstrates knowledge of the nature of interdisciplinary vs. multidisciplinary function and the skills that support interdisciplinary process.	
B. Functioning in multidisciplinary and interdisciplinary contexts	*Second year +: Beginning, knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning*	
	76. Demonstrates ability to cooperate with others in task completion	
C. Understands how participation in interdisciplinary collaboration/ consultation enhances outcomes	*Second year +: Participates in and initiates interdisciplinary collaboration/ consultation directed toward shared goals*	
	77. Consults with and cooperates with other disciplines in service of clients	
D. Respectful and productive relationships with individuals from other professions	*Second year +: Develops and maintains collaborative relationships and respect for other professionals*	
	78. Communicates effectively with individuals from other profession	

Functional Competencies

Assessment - Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations		
A. Measurement and Psychometrics	*Second year +: Selects assessment measures with attention to issues of reliability and validity*	
	79. Identifies appropriate assessment measures for cases seen at practice site	
	80. Routinely consults with supervisor regarding selection of assessment measures	
B. Evaluation Methods	*Second year +: Awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances*	
	81. Demonstrates intermediate level ability to accurately and consistently select, administer, score and interpret assessment tools with client populations	
	82. Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams	
C. Application of Methods	*Second year +: Selects appropriate assessment measures to answer diagnostic question*	
	83. Selects assessment tools that reflect awareness of patient population served at a given practice site	
	84. Regularly selects and uses appropriate methods of evaluation	
	85. Demonstrates ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise)	
D. Diagnosis	*Second year +: Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity*	
	86. Articulates relevant developmental features and clinical symptoms as applied to presenting question	
	87. Demonstrates ability to identify problem areas and to use concepts of differential diagnosis	
E. Conceptualization and Recommendations	*Second year +: Utilizes systematic approaches of gathering data to inform clinical decision-making*	
	88. Presents cases and reports demonstrating how diagnosis is based on case material	
F. Communication of Findings	*Second year +: Writes assessment reports and progress notes*	
	89. Writes a basic psychological report	
	90. Demonstrates ability to communicate basic findings verbally	
	91. Reports reflect data that have been collected via interview	

Intervention - Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations		
A. Knowledge of Interventions	*Second year +: Knowledge of scientific, theoretical, empirical and contextual bases of intervention, including theory, research, and practice*	
	92. Demonstrates knowledge of interventions and explanations for their use based on EBP	
	93. Demonstrates the ability to select interventions for different problems and populations related to the practice setting	
	94. Investigates existing literature related to problems and client issues	
	95. Writes a statement of one's own theoretical perspective regarding intervention strategies	
B. Intervention planning	*Second year +: Formulates and conceptualizes cases and plan interventions utilizing at least one consistent theoretical orientation*	
	96. Articulates a theory of change and identifies interventions to implement change; as consistent with the AAPI	
	97. Writes understandable case conceptualization reports and collaborative treatment plans incorporating evidence-based practices	
C. Skills	*Second year +: Clinical skills*	
	98. Develops rapport with most clients	
	99. Develops therapeutic relationships	
	100. Demonstrates appropriate judgment about when to consult supervisor	
D. Intervention Implementation	*Second year +: Implements evidence-based interventions that take into account empirical support, clinical judgment, and client diversity (e.g., client characteristics, values, and context)*	
	101. Applies specific evidence-based interventions	
	102. Presents case that documents application of evidence-based practice	
E. Progress evaluation	*Second year +: Evaluate treatment progress and modify treatment planning as indicated, utilizing established outcome measures*	
	103. Assesses and documents treatment progress and outcomes	
	104. Alters treatment plan accordingly	
	105. Describes instances of lack progress and actions taken in response.	

Consultation - The ability to provide expert guidance or professional assistance in response to a client's needs or goals.		
A. Role of Consultant	*Second year +:* Knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher).	
	106. Articulates common and distinctive roles of consultant	
	107. Compares and contrast consultation, clinical and supervision roles	
B. Addressing Referral Question	*Second year +:* Knowledge of and ability to select appropriate means of assessment to answer referral questions	
	108. Implements systematic approach to data collection in a consultative role	
	109. Identifies sources and types of assessment tools	
C. Communication of Findings	*Second year +:* Identifies literature and knowledge about process of informing consultee of assessment findings	
	110. Identifies appropriate approaches and processes for providing written and verbal feedback and recommendation to consultee	
D. Application of Methods	*Second year +:* Identifies and acquires literature relevant to unique consultation methods assessment & Intervention) within systems, clients or settings	
	111. Identifies appropriate interventions based on consultation assessment findings	

Research/evaluation - Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities		
A. Scientific Approach to Knowledge Generation	*Second year +: Development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology*	
	112. Demonstrates understanding of research methods and techniques of data analysis	
	113. Demonstrates research and scholarly activity, which may include presentations at conferences; participation in research teams; submission of manuscripts for publication	
	114. Demonstrates being a critical consumer of research	
B. Application of Scientific Method to Practice	*Second year +: Apply scientific methods to evaluating own practice*	
	115. Discusses evidence based practices	
	116. Compiles and analyzes data on own clients (outcome measurement)	
	117. Participates in program evaluation	

Supervision - Supervision and training in the professional knowledge base and of evaluation of the effectiveness of various professional activities		
A. **Expectations and Roles**	*Second year +: Knowledge of purpose for and roles in supervision*	
	118. Identifies roles and responsibilities of the supervisor and supervisee in the supervision process	
B. **Processes and Procedures**	*Second year +: Knowledge of procedures and processes of supervision*	
	119. Identifies goals and tasks of supervision related to developmental progression	
	120. Tracks progress achieving goals and setting new goals	
C. **Skills Development**	*Second year +: Knowledge of the supervision literature and how clinicians develop to be skilled professionals*	
	121. Successfully completes coursework on supervision	
	122. Demonstrates formation of supervisory relationship integrating theory and skills	
D. **Awareness of factors affecting quality**	*Second year +: Knowledge about the impact of diversity on all professional settings and supervision participants including self as defined by APA policy; beginning knowledge of personal contribution to therapy and to supervision*	
	123. Demonstrates knowledge of ICD literature and APA guidelines in supervision practice	
	124. Demonstrates awareness of role of oppression and privilege on supervision process	
E. **Participation in Supervision Process**	*Second year +: Observation of and participation in supervisory process (e.g., peer supervision)*	
	125. Reflects on supervision process, areas of strength and those needing improvement	
	126. Seeks supervision to improve performance, presenting work for feedback, and integrating feedback into performance	
F. **Ethical and Legal Issues**	*Second year +: Knowledge of and compliance with ethical/professional codes, standards and guidelines; institutional policies; laws, statutes, rules, regulations, and case law relevant to the practice of psychology and its supervision*	
	127. Behaves ethically	
	128. Recognizes ethical and legal issues in clinical practice and supervision	

_____   _____ _____
              Trainee   Academic Advisor   Date