**Profession-Wide Competencies Template:**

Complete the table for each of the profession-wide competencies (see [IR C-8 I](http://www.apa.org/ed/accreditation/section-c-soa.pdf)). Consortium programs should note the site at which activities occur and which interns receive this training *(i.e., interns at that specific site or interns in the consortia as a whole)*. **This table should include only *evaluated* training experiences that are required of all interns. Optional training experiences or participation in activities that are not formally evaluated should not be included.**

The program should also use this table as it prepares proximal data consistent with the requirements of Implementing Regulation (IR) C-16 I. Proximal data must be *collected* at the element level and *presented* at the competency level; distal data may be collected and presented at the competency level. IR C-16 I states that, “Accredited programs are required to operationalize competencies in terms of multiple elements. At a minimum, those elements must reflect the content description of each PWC defined in IR C-8 I, including the bulleted content, and must be consistent with the program aim(s).” The table below has been pre-populated with the required elements from IR C-8 I.

Note: When evaluation forms/surveys are used to evaluate knowledge, please identify the specific items/sections of the form that are relevant to each PWC.

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| **Provide information below to illustrate how the program ensures that ALL interns can acquire and demonstrate substantial understanding of and competence in:** | | |
| **Competency:** | *(i) Research* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications). * Disseminate research or other scholarly activities (e.g., case conference, presentation, publications at the local (including the host institution), regional, or national level. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet each element.** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. | How outcomes are measured: | Evaluation tool: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(ii) Ethical and legal standards* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Be knowledgeable of and act in accordance with each of the following:   + the current version of the APA Ethical Principles of Psychologists and Code of Conduct;   + Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and   + Relevant professional standards and guidelines. * Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas. * Conduct self in an ethical manner in all professional activities. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. | How outcomes are measured: | Evaluation tool: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(iii) Individual and cultural diversity* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. * Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service. * The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. * The ability to apply a framework for working effectively with areas of individual and cultural diversity. * The ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. | How outcomes are measured: | Evaluation tool: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(iv) Professional values, attitudes, and behaviors* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Behave in ways that reflect the values and attitudes of psychology, including cultural humility, integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others * Engage in self-reflection regarding one’s personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness. * Actively seek and demonstrate openness and responsiveness to feedback and supervision. * Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. | How outcomes are measured: | Evaluation tool: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(v) Communications and interpersonal skills* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. * Demonstrate a thorough grasp of professional language and concepts; produce, comprehend and engage in communications that are informative and well-integrated. * Demonstrate effective interpersonal skills and the ability to manage difficult communication well. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. | How outcomes are measured: | Evaluation tool: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(vi) Assessment* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. * Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). * Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. * Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. * Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. * Communicate the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. | How outcomes are measured: | Evaluation tool: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/eval tool listed above. |  | |
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| **Competency:** | *(vii) Intervention* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Establish and maintain effective relationships with the recipients of psychological services. * Develop evidence-based intervention plans specific to the service delivery goals. * Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. * Demonstrate the ability to apply the relevant research literature to clinical decision making. * Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. * Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. | How outcomes are measured: | Evaluation tool: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(viii) Supervision* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees. * Apply the supervisory skill of observing in direct or simulated practice. * Apply the supervisory skill of evaluating in direct or simulated practice. * Apply the supervisory skills of giving guidance and feedback in direct or simulated practice. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. | How outcomes are measured: | Evaluation tool: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(ix) Consultation and interprofessional/interdisciplinary skills* | |
| **Elements associated with this competency from** [**IR C-8 I**](http://www.apa.org/ed/accreditation/section-c-soa.pdf) | * Demonstrate knowledge and respect for the roles and perspectives of other professions. * Apply the knowledge of consultation models and practices in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet elements** |  | |
| **How outcomes are measured** for each training/experiential activity listed above. | How outcomes are measured: | Evaluation tool: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |