**Table 3: Profession-Wide Competencies:** Complete the table for each of the profession-wide competencies (see IR C-8 M) to demonstrate how each required competency is covered. This table should include only *evaluated* training experiences that are required of all students. 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-18 M**. 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-18 M 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 M, 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 M, and programs must ensure that multiple elements are listed in Table 3 and assessed for each competency.

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| **Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:** | | |
| **Competency:** | *(i) Integration of psychological science and practice* | |
| **Elements associated with this competency from IR C-8 M** | * Demonstrate the ability to understand and critically evaluate research and other scholarly works (e.g., peer-reviewed review articles). * Utilize research methods to support quality improvement of individual treatment outcomes. * Demonstrate knowledge that issues of equity, diversity, and inclusion should be considered when critically evaluating psychological research. | |
| **Program-defined elements associated with this competency** (if applicable; see table description above) |  | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **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 M** | * 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 each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **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 M** | * Demonstrate ongoing engagement through critical self-reflection an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. * Demonstrate 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. * Demonstrate the ability to integrate awareness and knowledge of individual, historical, and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose identities, group membership, demographic characteristics, and/or worldviews are different from and create conflict with their own. * Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work. * Demonstrate knowledge of factors that may impact equity and inclusion such as oppression, privilege, and institutional prejudice, and intersectionality. * Demonstrate knowledge of the role of social justice, including racial justice, in increasing equitable access to behavioral health care. * Demonstrate the ability to function as an advocate to address social inequities and injustices impacting one’s patient population. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **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 M** | * Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, commitment to integration of science and practice, 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. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **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 M** | * Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services. * Produce and comprehend oral, nonverbal, and written communications that are respectful, accessible, informative and well-integrated; demonstrate a thorough grasp of professional language and concepts. * Demonstrate effective interpersonal skills and the ability to manage difficult communication well. * Communicate in culturally responsive ways that respect the diversity of perspectives and communication styles of others (e.g., marginalized, privileged, individualist, collectivistic, generational). | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **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 M** | * Demonstrate current knowledge of diagnostic classification systems across different contexts and settings (e.g., schools), functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. * Demonstrate understanding of human behavior within its relevant context (e.g., family, educational/school, social, societal, historical, and cultural). * Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. * Critically evaluate, select, and apply assessment methods consistent with the aims of the program 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. * Understand 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 orally and in written documents 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 each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |

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| **Competency:** | *(vii) Intervention* | |
| **Elements associated with this competency from IR C-8 M** | * Establish and maintain effective relationships with the recipients of psychological services in settings and context appropriate to meet program aims. * Develop evidence-based intervention plans specific to the service delivery goals. * Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, cultural efficacy and appropriateness, and contextual variables. * Evaluate intervention outcomes, and adapt as needed, as part of ongoing progress monitoring; and * 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. * Use information relevant to equity, diversity, and inclusion to educate stakeholders about the determinants of health, about effective strategies for promoting health and well-being outcomes, and about ways to access health care and other psychological services. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **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 M** | * Demonstrate knowledge of supervision roles, models and practices. * Demonstrate an understanding of relevant supervision requirements for one's level and form of practice. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **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 M** | * Demonstrate the ability to work as part of integrative teams with members from diverse backgrounds, such as other types of mental health professionals, client family members, or others from different backgrounds. * Demonstrate knowledge and respect for the roles and perspectives of other professionals. | |
| **Program-defined elements associated with this competency (if applicable)** |  | |
| **Required training/experiential activities to meet each element.** If applicable, clarify where activity description (e.g., syllabus) is located. |  | |
| **How outcomes are measured** for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located. | How outcomes are measured: | Evaluation tool and self-study location: |
| **Minimum levels of achievement (MLAs)** for each outcome measure/evaluation tool listed above. |  | |