| FOUNDATIONAL COMPETENCIES:
1. Professional Identity; 2. Relationships; 3. Individual and Cultural Diversity; 4. Professional Values and Attitudes; 5. Reflective Practice/Self-Assessment/Self-Care; 6. Scientific Knowledge and Methods; 7. Ethical, Legal Standards and Policy |

1. Professional Identity: Demonstrates understanding of self as a counseling psychologist; considers contextual and cultural influences in practice, science, teaching, supervision and other roles; committed to holistic strength-based development through preventive, vocational, and social justice approaches.

1a. Core Professional Identity

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates beginning recognition of self as professional: "thinking like a counseling psychologist"** Examples: • Demonstrates knowledge of the program and profession (training model, core competencies) • Demonstrates knowledge about practicing within one's competence • Demonstrates knowledge that counseling psychology is based in and informed by psychological science	Behavioral Anchors **Displays emerging professional identity as counseling psychologist; uses resources (e.g., supervision, literature) for professional development** Examples: • Has membership in professional organizations • Attends colloquia, workshops, conferences • Consults literature relevant to client care • Can identify and explore research questions of relevance to counseling psychology	Behavioral Anchors **Displays consolidation of professional identity as a counseling psychologist; demonstrates knowledge about issues central to the field; integrates science and practice** Examples: • Keeps up with advances in profession • Demonstrates attention to healthy development across the lifespan, including academic, work, and career domains, in addition to remediation of emotional and behavioral concerns • Promotes well-being and prevents development of problems • Communicates values of inclusion, equity, social justice, and celebrating cultural and individual diversity • Demonstrates ongoing development of self-awareness, recognition of impact of self on others, and an authentic relational perspective in professional interactions • Articulates how science forms the basis of our professional practice

1b. Holistic and Contextual Worldview

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates understanding that social and contextual factors influence human development and functioning across multiple life domains**	Behavioral Anchors **Integrates knowledge of the client as a person, including his or her mind, body, environment and sociocultural experience, into treatment planning and intervention selection. Integrates contextual variables**	Behavioral Anchors **Is able to implement interventions that are appropriate for clients in their current life situation and that are consistent with their worldview**

Examples: • Recognize when theories address or fail to address contextual issues • Recognizes when theory and research have limited applicability across cultural groups and identities • Thinks of client as a person; diagnosis and symptoms are descriptive, not defining	**when planning research questions** Examples: • Attends to multiple life domains in gathering client information • Considers social factors when selecting research populations and questions	Examples: • Responds flexibly to multiple client and environmental characteristics • Conceptualizations are grounded in holistic understanding of clients and their social and physical environment

1c. Developmental, Strength-Based Focus

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Recognizes that conceptualizing clients and populations from a perspective of strengths and growth is a core value of counseling psychology** Examples: • Demonstrates knowledge of core counseling psychology history and values • Demonstrates importance of working with developmental issues	Behavioral Anchors **Attends to strengths, recognizes important role of development, and, while able to diagnose symptoms effectively, avoids excessive focus on pathology in treatment planning and case conceptualization** Examples: • Can identify client strengths and resources • Can place client concerns into developmental context • Gives appropriate weight to diagnosis and symptomology while not adopting a deficit perspective	Behavioral Anchors **Promotes strength-based and developmental perspectives across a range of intervention settings and client populations** Examples: • Encourages developmental and strength-based approaches among colleagues and agencies

1d. Recognizes value of Prevention

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Recognizes that prevention reflects a core value of counseling psychology** Examples: • Demonstrates knowledge of core counseling psychology history and values • Can explain and give examples of the value of prevention and prevention interventions • Can identify and make use of empirical support of prevention interventions	Behavioral Anchors **Is able to identify prevention strategies that can enhance well-being and minimize negative consequences for individuals and groups** Examples • Has begun experience with group outreach or consultation activities that emphasize prevention • Has completed at least one practical experience that is related to prevention: stopping, delaying, or reducing the impact of a problem and increasing well-being among individuals and groups through direct intervention or contributing to policy	Behavioral Anchors **Articulates the importance and demonstrates the impact of prevention and early intervention** Examples: • Implements prevention strategies to minimize negative consequences for individuals and groups • Integrates prevention interventions into treatment planning

1e. Integrates Vocational Approaches

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates beginning understanding of the pervasive impact of work on clients' quality of life and health** Examples: • Displays awareness of the role of work transitions across the lifespan • Articulates knowledge of the way culture and context shape the vocational behavior of others	Behavioral Anchors **Demonstrates through application an awareness of the pervasive impact of work on clients' quality of life and health** Examples: • Can recognize how clients negotiate multiple life and work roles in their contexts • Can interpret how economic and social factors provide opportunities for and barriers to employment, which in turn shapes client's career trajectory • Demonstrates knowledge, awareness, and understanding of the way culture and context shape the behavior of other individuals, including work behavior	Behavioral Anchors **Integrates the pervasive impact of work on clients' quality of life and health in practice and treatment planning** Examples: • Recognizes reciprocal influences of health on work and work on health (behavioral, emotional, and physical) • Assesses and interprets how multicultural, sociopolitical, and other contextual factors influence the client's pursuit and experience of work

1f. Oriented toward Social Justice

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention** Examples: • Articulates social, political, economic or cultural factors that may impact on human development and functioning • Recognizes the need to consider these factors as part of the therapeutic process	Behavioral Anchors **Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision** Examples: • Identifies specific barriers to client improvement, e.g., lack of access to resources • Assists client in development of self-advocacy plans • Is able to identify scientific and research questions that would inform policy and help to alleviate barriers	Behavioral Anchors **Intervenes with client to promote action on factors impacting development and functioning** Examples: • Promotes client self-advocacy • Assesses implementation and outcome of client's self-advocacy plans

2. Relationships: Relates effectively and meaningfully with individuals, groups, and/or communities.

2a. Interpersonal Relationships

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Displays interpersonal skills**	Behavioral Anchors **Forms and maintains productive and respectful**	Behavioral Anchors **Develops and maintains effective relationships with a**

Examples: • Listens and is empathic with others • Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc. • Demonstrates interpersonal skills verbally and non-verbally • Receives feedback • Works cooperatively and collaboratively with peers • Demonstrates the need to support the work of others and seek support from others • Recognizes the empirical evidence that supports the importance of relationship for therapeutic change	**relationships with clients, peers/colleagues, supervisors and professionals from other disciplines** Examples: • Forms effective working alliances with most clients • Engages with supervisors to work effectively • Involved in departmental, institutional, or professional activities or governance • Demonstrates respectful and collegial interactions with those who have different professional models or perspectives • Seeks out and integrates feedback • Demonstrates the ability to support the work of others and seek support from others	**wide range of clients, colleagues, organizations and communities** Examples: • Effectively negotiates conflictual, difficult and complex relationships including those with individuals and groups that differ significantly from oneself • Maintains satisfactory interpersonal relationships with clients, peers, faculty, allied professionals, and the public • Independently seeks out, integrates, and provides constructive feedback

2b. Affective Skills

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Displays affective skills** Examples: • Demonstrates affect tolerance • Tolerates interpersonal conflict • Demonstrates awareness of inner emotional experience • Demonstrates emotional maturity • Listens to and acknowledges feedback from others • Notices and expresses feelings • Demonstrates comfort with a range of emotions • Affect does not overwhelm judgment • Is flexible when things don't go according to plan	Behavioral Anchors **Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback non-defensively** Examples: • Demonstrates active problem-solving • Makes appropriate disclosures regarding problematic interpersonal situations • Acknowledges own role in difficult interactions • Initiates discussion regarding disagreements with colleagues or supervisors Efforts to resolve disagreements do not escalate negative affect among the parties involved • Seeks clarification in challenging interpersonal communications • Demonstrates openness to diverse viewpoints in challenging 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 • Maintains affective equilibrium and focus on therapeutic task in face of client distress	Behavioral Anchors **Manages difficult communication; possesses advanced interpersonal skills** Examples: • Accepts, evaluates and implements feedback from others • Uses affective reactions in the service of resolving disagreements or fostering growth in others • Explores patient's/client's feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue • Allows, enables, and facilitates the patient's/client's exploration and expression of affectively difficult issues, while remaining emotionally engaged • Works flexibly with patients'/clients' intense affects which could destabilize the therapeutic relationship

	• Tolerates ambiguity and uncertainty • Demonstrates emotional regulation ability to connect and remain present with clients' difficult affective experiences	

2c. Expressive Skills

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Communicates ideas, feelings, and information clearly using verbal, non-verbal, and written skills** Examples: • Written work is organized, easy to understand, and conveys the main points • Shares opinions with others using language that others can understand • Non-verbal behavior is consistent with verbal communications	Behavioral Anchors **Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language** Examples: • Uses professional terms and concepts appropriately and clearly in discussions, case reports, etc. • Can interpret and use terms and concepts used in professional texts and in others' case reports • Communication is understandable, consistent across expressive modalities • Prepares clearly written assessment reports • Presents clinical process to supervisor in a succinct, organized, well-summarized way • Provides verbal feedback to client regarding assessment and diagnosis using language the client can understand • Presents clear, appropriately detailed clinical material • Recognizes potential oppression inherent in verbal and non-verbal expressions	Behavioral Anchors **Verbal, non-verbal, and written communications are informative, articulate, succinct, sophisticated, and well integrated; demonstrates thorough grasp of professional language and concepts** Examples: • Demonstrates descriptive, understandable command of language, both written and verbal • Communicates clearly and effectively with clients • Uses appropriate professional language when dialoguing with other healthcare providers • Prepares sophisticated and compelling case reports • Treatment summaries are concise, yet comprehensive • Independently monitors and takes responsibility for potential oppression inherent in verbal and non-verbal expressions

3. 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 and the Counseling Psychology Model Training Diversity Statement.

3a. 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**		

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates knowledge, awareness, and**	Behavioral Anchors **Monitors and applies knowledge of self as a cultural**	Behavioral Anchors **Independently monitors and applies knowledge of self**

understanding of one's own dimensions of diversity and attitudes towards diverse others	**being in assessment, treatment, and consultation**	**as a cultural being in assessment, treatment, and consultation**
Examples: • Articulates how ethnic group values influence who one is and how one relates to other people • Articulates dimensions of diversity (e.g., race, gender, sexual orientation)	Examples: • Uses knowledge of self to monitor effectiveness as a professional • Initiates supervision about diversity issues	Examples: • Uses knowledge of self to monitor and improve effectiveness as a professional • Seeks consultation or supervision when uncertain about diversity issues

3b. Others as shaped by Individual and Cultural Diversity

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings**	Behavioral Anchors **Applies knowledge of others as cultural beings in assessment, treatment, and consultation**	Behavioral Anchors **Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation**
Examples: • Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals • Articulates beginning understanding of the way culture and context are a consideration in working with clients	Examples: • Demonstrates understanding that others may have multiple cultural identities • Initiates supervision about diversity issues with others	Examples: • Uses knowledge of others to monitor and improve effectiveness as a professional • Seeks consultation or supervision when uncertain about diversity issues with others

3c. Interaction of self and others as shaped by Individual and Cultural Diversity and Context

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others**	Behavioral Anchors **Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation with diverse others**	Behavioral Anchors **Independently monitors and applies knowledge of diversity with others as cultural beings in assessment, treatment, and consultation**
Examples: • Demonstrates knowledge, awareness and understanding of the way culture and context shape interactions between and among individuals • Articulates beginning understanding of the way culture and context are a consideration in the therapeutic relationship	Examples: • Understands the role that diversity may play in interactions with others • Initiates supervision about diversity issues in interactions with others	Examples: • Uses knowledge the role of culture in interactions to monitor and improve effectiveness as a professional • Seeks consultation or supervision when uncertain about diversity issues in interactions with others

3d. Applications based on Individual and Cultural Context

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates 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. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)** Examples: • Uses knowledge the role of culture in interactions to monitor and improve effectiveness as a professional • Seeks consultation or supervision when uncertain about diversity issues in interactions with others	Behavioral Anchors **Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation** Examples: • Demonstrates knowledge of ICD literature and APA policies, including guidelines for practice with diverse individuals, groups, and communities • Works effectively with diverse others in professional activities • Demonstrates awareness of effects of oppression and privilege on self and others • Demonstrates knowledge of the role of work across different cultural groups	Behavioral Anchors **Independently monitors and applies knowledge, skills, and attitudes of diversity dimensions regarding others as cultural beings in assessment, treatment/intervention, and consultation** Examples: • Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others • Articulates and uses alternative and culturally appropriate repertoire of skills and techniques and behaviors • Seeks consultation regarding addressing individual and cultural diversity as needed • Uses culturally relevant best practices

4. Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of counseling psychology

4a. Integrity: Honesty, personal responsibility and adherence to professional values

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Understands professional values; honest, responsible** Examples: • Demonstrates honesty, even in difficult situations • Takes responsibility for own actions • Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct	Behavioral Anchors **Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values** Examples: • Identifies situations that challenge professional values, and seeks faculty/supervisor guidance as needed • Demonstrates ability to discuss failures and lapses in adherence to professional values with supervisors/faculty as appropriate	Behavioral Anchors **Monitors and independently resolves situations that challenge professional values and integrity** Examples: • Takes independent action to correct situations that are in conflict with professional values • Addresses situations that challenge professional values

4b. Deportment

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Understands how to conduct oneself in a professional**	Behavioral Anchors **Communication and physical conduct (including attire)**	Behavioral Anchors **Conducts self in a professional manner across settings**

manner	is professionally appropriate, across different settings	and situations
Examples: • Demonstrates appropriate personal hygiene and attire • Distinguishes between appropriate and inappropriate language and demeanor in professional contexts	Examples: • Demonstrates awareness of the impact behavior has on client, public and profession • Utilizes appropriate language and demeanor in professional communications	Examples: • Verbal and non-verbal communications are appropriate to the professional context, including in challenging interactions • Flexibility shifts demeanor to effectively meet requirements of professional situation and enhance outcomes

4c. Accountability

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Accountable and reliable** Examples: • Turns in assignments in accordance with established deadlines • Demonstrates personal organization skills • Plans and organizes own workload • Follows policies and procedures of institution • Follows through on commitments	Behavioral Anchors **Accepts responsibility for own actions** Examples: • 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	Behavioral Anchors **Independently accepts personal responsibility across settings and contexts** Examples: • Enhances own professional productivity • Holds self accountable for and submits to external review of quality service provision

4d. Concern for welfare of others

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates awareness of the need to uphold and protect the welfare of others** Examples: • Displays initiative to help others • Articulates importance of concepts of confidentiality, privacy, and informed consent • Demonstrates compassion (awareness of suffering and the wish to relieve it) for others	Behavioral Anchors **Acts to understand and safeguard the welfare of others** Examples: • 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	Behavioral Anchors **Independently acts to safeguard the welfare of others** Examples: • Communications and actions convey sensitivity to individual experience and needs while retaining professional demeanor and deportment • Respectful of the beliefs and values of colleagues even when inconsistent with personal beliefs and values • Demonstrates compassion for others who are dissimilar from oneself, who express negative affect (e.g., hostility), and/or who seek care for proscribed behavior, such as violence, predation, or dangerousness

5. Reflective Practice: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care

5a. Reflective Practice

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Displays basic mindfulness and self-awareness; engages in reflection regarding professional practice** Examples: Demonstrates openness to: • considering own personal concerns and 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	Behavioral Anchors **Displays broadened self-awareness; utilizes self-monitoring; engages in reflection regarding professional practice; uses resources to enhance reflectivity** Examples: • Is able to articulate attitudes, values, and beliefs toward diverse others • Recognizes impact of self on others • Self-identifies multiple individual and cultural identities • Is able to describe how others experience him/her and identifies roles one might play within a group • Responsively utilizes supervision to enhance reflectivity • Reviews own professional performance via video or audiotape with supervisors • Displays ability to adjust professional performance as situation requires • Demonstrates a commitment to training/education as a process of personal change	Behavioral Anchors **Demonstrates reflectivity both during and after professional activity; acts upon reflection; uses self as a therapeutic tool** Examples: • Monitors and evaluates attitudes, values and beliefs towards diverse others • Systematically and effectively monitors and adjusts professional performance in action as situation requires • Independently recognizes and addresses own problems, minimizing interference with competent professional functioning • Consistently demonstrates motivation to continue lifelong development and improvement

5b. Self-Assessment

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies** Examples: • Demonstrates awareness of competencies for professional training • Develops initial competency goals for early training (with input from faculty)	Behavioral Anchors **Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills** Examples: • 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	Behavioral Anchors **Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills** Examples: • Accurately identifies level of competence across all competency domains • Accurately assesses own strengths and weaknesses and seeks to prevent or ameliorate impact on professional functioning • Recognizes when new/improved competencies are required for effective practice

		• Writes a personal statement of professional goals identifying areas for further professional growth, with extended plans to achieving the goals
5c. Self-care (attention to personal health and well-being to assure effective professional functioning)		
READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care** Examples: • Articulates benefits of engaging in self-care • Makes use of opportunities to engage in self-care	Behavioral Anchors **Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice** Examples: • Takes action recommended by supervisor for self-care to ensure effective training • Maintains/alters weekly schedule to allow for self care activities	Behavioral Anchors **Self-monitors issues related to self-care and promptly intervenes when disruptions occur** Examples: • Anticipates and self-identifies disruptions in functioning and intervenes at an early stage with minimal support from supervisors
5d. Participates in Supervision		
READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates straightforward, truthful, and respectful communication in supervisory relationship** Examples: • Demonstrates willingness to admit errors and accept feedback • Acknowledges supervisor's differing viewpoints in supervision	Behavioral Anchors **Effectively participates in supervision** Examples: • Seeks supervision to improve performance; presents work for feedback, and integrates feedback into performance • Initiates discussion with supervisor of own reaction to clients in session • Seeks supervisor's perspective on client progress	Behavioral Anchors **Independently seeks supervision when needed** Examples: • Seeks supervision when personal problems may interfere with professional activities • Seeks supervision when working with client problems for which he/she has had limited experience to ensure competence of services
6. 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		
6a. Scientific Mindedness		
READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Displays critical scientific thinking**	Behavioral Anchors **Values and applies scientific methods to professional**	Behavioral Anchors **Independently applies scientific methods to practice**

	practice	
Examples: • Questions assumptions of knowledge • Evaluates study methodology and scientific basis of findings • Presents own work for the scrutiny of others	Examples: • Uses literature to support ideas in case conferences and supervision • Formulates appropriate questions regarding case conceptualization • Generates hypotheses regarding own contribution to therapeutic process and outcome • Recognizes the potential of research to be both emancipatory and oppressive.	Examples: • Independently accesses and applies scientific knowledge and skills appropriately to the solution of problems • Implements appropriate methodology to address research questions

6b. Scientific Foundations of Psychology and Counseling Psychology

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates understanding of psychology as a science** Examples: • Demonstrates understanding of core scientific conceptualizations of human behavior • Demonstrates basic knowledge of the breadth of scientific psychology • Cites scientific literature to support an argument when appropriate • Evaluates scholarly literature on a topic as needed • Demonstrates openness to multiple forms of scientific inquiry	Behavioral Anchors **Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)** Examples: • Critically evaluates scientific literature • Demonstrates understanding of intersections across core areas of psychological science • Can formulate scientific questions and research inquiries emerging from existing knowledge base	Behavioral Anchors **Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)** Examples: • Accurately evaluates scientific literature regarding clinical issues • Identifies multiple factors and interactions of those factors that underlie pathological behavior

6c. Scientific Foundation of Professional Practice

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Understands the scientific foundation of professional practice** Examples: • Can identify and give examples of the development of evidence based practice in psychology (EBP) as defined by APA • Displays recognition of the scientific foundations of the competencies	Behavioral Anchors **Demonstrates knowledge, understanding, and application of the concept of evidence-based practice** Examples: • Applies EBP concepts in case conceptualization, treatment planning, and interventions in consultation with supervisor • Works with supervisor to compare and contrast EBP approaches with other theoretical perspectives and	Behavioral Anchors **Independently applies knowledge and understanding of scientific foundations independently applied to practice** Examples: • Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization • Independently applies EBP concepts in practice • Independently compares and contrasts EBP approaches with other theoretical perspectives and interventions in

• Cites scientific literature to support an argument when appropriate • Evaluates scholarly literature on a practice-related topic as needed • Recognizes and is able to use the evidence that supports both specific counseling psychology practices and broad professional psychology practices	interventions in the context of case conceptualization and treatment • Demonstrates ability to link concepts of therapeutic process and change to intervention strategies and tactics based on scientific scholarship • Demonstrates ability to both critique and use EBP approaches in professional practice	the context of case conceptualization and treatment planning

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

7a. Knowledge of ethical, legal and professional standards and guidelines

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting** Examples: • Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent • Identifies key documents/policies that guide the practice of psychology (e.g., APA Ethical Principles and Code of Conduct) • Identifies key documents/policies that guide the implementation of counseling psychology emphases in vocational psychology, social justice, and prevention	Behavioral Anchors **Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations** Examples: • 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 • Demonstrates intermediate knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent	Behavioral Anchors **Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines** Examples: • Addresses complex ethical and legal issues • Articulates potential conflicts in complex ethical and legal issues. • Seeks to prevent problems and unprofessional conduct • Demonstrates advanced knowledge of typical legal issues, including child and elder abuse reporting, HIPAA, confidentiality, and informed consent

7b. Awareness and Application of Ethical Decision Making

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates awareness of the importance of applying an ethical decision model to practice**	Behavioral Anchors **Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of**	Behavioral Anchors **Independently utilizes an ethical decision-making model in professional work**

	ethical decision making to a dilemma	
Examples: • Recognizes the importance of basic ethical concepts applicable in initial practice (e.g. child abuse reporting, Informed consent, confidentiality, multiple relationships, and competence) • Demonstrates awareness of an ethical decision making model applied to case vignettes	Examples: • Uses an ethical decision-making model when discussing cases in supervision • Identifies ethical implications in cases and can recognize the ethical elements present in ethical dilemma or question • Discusses ethical dilemmas and decision making in supervision, staff meetings, presentations, practicum settings	Examples: • Applies applicable ethical principles and standards in professional writings and presentations • Applies applicable ethics concepts in research design and subject treatment • Applies ethics and professional concepts in teaching and training activities • Develops strategies to seek consultation regarding complex ethical and legal dilemmas • Takes appropriate steps when others behave unprofessionally • Identifies potential conflicts between personal belief systems, APA Ethics Code and legal issues in practice

7c. Ethical Conduct

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Displays ethical attitudes and values** Examples: • Evidences desire to help others • Shows honesty and integrity; values ethical behavior • Demonstrates personal courage consistent with ethical values of psychologists • Displays appropriate boundary management	Behavioral Anchors **Integrates own moral principles/ethical values in professional conduct** Examples: • Is able to articulate knowledge of own moral principles and ethical values in discussions with supervisors and peers about ethical issues • Is able to spontaneously discusses intersection of personal and professional ethical and moral issues	Behavioral Anchors **Independently integrates ethical and legal standards with all competencies** Examples: • Demonstrates adherence to ethical and legal standards in professional activities • Takes responsibility for continuing professional development

FUNCTIONAL COMPETENCIES:
8. Advocacy; 9. Intervention14.; 10. Supervision; 11. Assessment; 12. Research/Evaluation; 13. Teaching

8. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

8a. Empowerment

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead**	Behavioral Anchors **Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision**	Behavioral Anchors **Intervenes with client to promote action on factors impacting development and functioning** Examples:

them to seek intervention Examples: • Articulates social, political, economic or cultural factors that may impact on human development and functioning • Demonstrates the recognition of the importance of consideration of these factors as part of the therapeutic process • Is able to identify ways in which a psychologists can act as an agent of change in systems	Examples: • Identifies specific barriers to client improvement, e.g., lack of access to resources • Assists client in development of self-advocacy plans • Is able to plan and assess impact of advocacy efforts	• Promotes client self-advocacy • Assesses implementation and outcome of client's self-advocacy plans • Is able to implement advocacy activities that impact groups or social level, as well as individual-level change

8b. Systems Change

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Understands the differences between individual and institutional level interventions and system's level change** Examples: • Articulates role of therapist as change agent outside of direct patient contact • Demonstrates awareness of institutional and systems level barriers to change • Recognizes systems of privilege and oppression that influence institutional/organizational functioning	Behavioral Anchors **Promotes change to enhance the functioning of individuals** Examples: • Identifies target issues/agencies most relevant to specific issue • Formulates an action plan • Implements plan to appropriately promote change • Demonstrates understanding of appropriate boundaries and times to advocate on behalf of client	Behavioral Anchors **Promotes change at the level of institutions, community, or society** Examples: • Develops alliances with relevant individuals and groups • Engages with groups with differing viewpoints around issue to promote change • Helps groups understand how institutionalized norms can be oppressive and is capable of helping groups act on that understanding to facilitate positive change

9. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations; integrates research and clinical expertise in the context of client factors (evidence-based practice; EBP).

9a. Intervention Planning

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Displays basic understanding of the relationship between assessment and intervention; demonstrates basic knowledge of scientific, theoretical, and contextual bases of psychological assessment and intervention** Examples: • Articulates a basic understanding of how intervention choices are informed by assessment (e.g., clinical intake, testing)	Behavioral Anchors **Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation; applies knowledge of EBP, including empirical bases of assessment and intervention, clinical expertise, and client preferences** Examples: • Articulates a theory of change and identifies interventions to implement change, as consistent with the AAPI (APPIC Application for Psychology Internships)	Behavioral Anchors **Effectively plans interventions; case conceptualizations and intervention plans are specific to case and context; effectively integrates knowledge of evidence-based practice, including empirical bases of assessment and intervention, clinical expertise, and client preferences** Examples: • Accurately assesses presenting issues taking in to account the larger life context, including diversity, vocational, and developmental issues

• Articulates a basic understanding of how assessment guides the process of intervention • Identifies basic strengths and weaknesses of different assessment and intervention approaches	• Writes case conceptualization reports and collaborative treatment plans incorporating EBP • Demonstrates knowledge of interventions and explanations for their use based on EBP • Demonstrates the ability to select interventions, assessment tools, and consultation methods for different problems and populations related to the practice setting • Investigates existing literature related to problems and client issues • Writes a statement of own theoretical perspective regarding intervention strategies • Creates a treatment/intervention plan that reflects successful integration of empirical findings, clinical judgment, and client preferences in consultation with supervisor	• Conceptualizes cases independently and accurately • Independently selects intervention(s) appropriate for the presenting issue(s) • Presents rationale for intervention strategy that includes empirical support • Independently creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences • Knows when to seek consultation and refer to other health care professionals for problems outside one's training and experience

9b. Skills

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Displays basic helping skills** Examples: • Demonstrates helping skills, such as empathic listening, framing problems • Uses non-verbal communication such as eye-contact and body positioning with clients to convey interest and concern	Behavioral Anchors **Displays clinical/therapeutic/psychoeducational skills** Examples: • Develops rapport with clients • Develops therapeutic relationships • Demonstrates appropriate judgment about when to consult supervisor • Effectively provides interventions supported by evidence; able to implement and use EBP	Behavioral Anchors **Displays clinical/therapeutic/psychoeducational skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations** Examples: • Develops rapport and relationships with wide variety of clients • Uses good judgment about unexpected issues, such as crises, use of supervision, confrontation • Effectively delivers intervention

9c. Intervention Implementation

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates basic knowledge of intervention strategies** Examples: • Is able to articulate awareness of theoretical basis of intervention and some general strategies • Is able to articulate awareness of the concept of evidence-based practice	Behavioral Anchors **Implements evidence-based interventions** Examples: • Case presentations demonstrate application of evidence based practices • Discusses evidence based practices during supervision	Behavioral Anchors **Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate** Examples: • Effectively delivers a typical range of psychological interventions appropriate to practice setting in the prevention, treatment and rehabilitation of common health and mental health problems • Independently recognizes and manages special

		• circumstances • Terminates treatment/intervention successfully • Collaborates effectively with other providers or systems of care

9d. Progress Evaluation

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates basic knowledge of the assessment of intervention progress and outcome** Examples: • Identifies measures of treatment progress and outcome by name • Is able to articulate an understanding of the use of repeated assessment to guide treatment • Appropriately administers and scores treatment progress and outcome measures	Behavioral Anchors **Evaluates treatment/intervention progress and modifies treatment/intervention planning as indicated, utilizing established outcome measures** Examples: • Describes instances of lack of progress and actions taken in response • Demonstrates ability to evaluate treatment progress in context of evidence based interventions	Behavioral Anchors **Independently evaluates treatment/intervention progress and modifies planning as indicated, even in the absence of established outcome measures** Examples: • Critically evaluates own performance in the treatment/intervention role • Seeks consultation when necessary

10. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

10a. Expectations and Roles

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates basic knowledge of expectations for supervision** Examples: • Demonstrates knowledge of the process of supervision • Articulates components of effective supervision such as the working alliance	Behavioral Anchors **Demonstrates knowledge of, purpose for, and roles in supervision** Examples: • Identifies roles and responsibilities of the supervisor and supervisee in the supervision process • Demonstrates understanding of supervisor and supervisee roles in relation to client • Demonstrates understanding of vicarious liability of the supervisor • Demonstrates understanding of the strengths and limitations of the evidence base for effective supervision practice	Behavioral Anchors **Understands the ethical, legal, and contextual issues of the supervisor role** Examples: • Articulates a model of supervision and reflects on how this model is applied in practice, • Integrates contextual, legal, and ethical perspectives in supervision vignettes • Writes supervisory contract that accurately reflects roles and expectations of supervisor and supervisee

10b. Processes and Procedures

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE

| No expectation at this level | Behavioral Anchors

Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices

Examples:
• Presents goals and related tasks of supervisee's growth and development
• Demonstrates ability to monitor and communicate progress on goals
• Considers supervisee characteristics, including the influence of sociocultural factors, in the selection and setting of supervision goals | Behavioral Anchors

Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise

Examples:
• Prepares supervision contract
• Assesses supervision competency
• Constructs plans to deal with areas of limited competency
• Articulates range of supervision methods available and the utility of such methods
• Demonstrates knowledge of the scholarly literature on supervision
• Identifies the basic tenets of specific model of supervision |

10c. Skills Development

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Displays interpersonal skills of communication and openness to feedback** Examples: • Completes self-assessment (e.g., Hatcher & Lassiter, 2006) • Integrates faculty/supervisor feedback into self-assessment	Behavioral Anchors **Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals** Examples: • Successfully completes coursework on supervision • Demonstrates formation of supervisory relationship integrating theory and skills including knowledge of development, educational practice, and research on multicultural supervision relationship formation	Behavioral Anchors **Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients** Examples: • Articulates how supervisory relationships may enhance the development of supervisees and their clients • Elicits evaluation from supervisee about supervisory relationship and uses feedback to improve quality of supervision

10d. Supervisory Practices

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
No expectation at this level	Behavioral Anchors **Provides helpful supervisory input in peer and group supervision** Examples: • Identifies core skills on which to provide feedback to peers • Demonstrates ability to provide constructive criticism to peers	Behavioral Anchors **Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting** Examples: • Helps supervisee develop evidence based treatment plans • Directs supervisee to literature that may inform case • Provides supervision input according to developmental

		• level of supervisee • Encourages supervisee to discuss reactions and helps supervisee develop strategies to use reactions in service of clients • Presents supervisor of supervision with accurate account of case material and supervisory relationship, seeks input, and utilizes feedback to improve outcomes

10e. Supervisory relationships

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates openness to feedback and willingness to engage in supervision** Examples: • Establishes effective relationships with supervisors • Seeks out feedback from supervisors, faculty, and peers • Is respectful of supervisor's role while also being appropriately assertive in seeking supervision and assistance	Behavioral Anchors **Demonstrates beginning establishment of effective supervisory relationships and working alliances with other students and peers** Examples: • Peers seek out and trust feedback in group supervision • Supports and challenges less advanced students in their development • Demonstrates openness to new perspectives and challenges of own assumptions, particularly as they may be related to privilege and oppression	Behavioral Anchors **Establishes relationships with supervisees that foster supervisee development, create a trusting environment, and facilitate positive client outcome** Examples: • Supervisees report a positive working alliance through instruments such as the Supervision Working Alliance Inventory • Is capable of managing supervisee self-disclosure in a way that facilitates growth and improved competency

11. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

11a. Knowledge of Measurement and Psychometrics

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing** Examples: • Demonstrates awareness of the benefits and limitations of standardized assessment • Demonstrates knowledge of the construct(s) being assessed • Can recognize and give examples of basic psychometric constructs such as validity, reliability, and test construction	Behavioral Anchors **Selects assessment measures with attention to issues of reliability and validity** Examples: • Identifies appropriate assessment measures for cases seen at practice site • Consults with supervisor regarding selection of assessment measures	Behavioral Anchors **Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context** Examples: • Demonstrates awareness and competent use of culturally sensitive instruments, norms • Seeks consultation as needed to guide assessment • Describes limitations of assessment data reflected in assessment reports

11b. Knowledge of Assessment Methods

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam** Examples: • Accurately administers and scores various assessment tools in non-clinical (e.g. course) contexts • Demonstrates knowledge of initial interviewing methods(both structured and semi-structured interviews, mini-mental status exam)	Behavioral Anchors **Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances** Examples: • Demonstrates intermediate level ability to accurately select, administer, score and interpret assessment tools with client populations • Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams	Behavioral Anchors **Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis/assessment and treatment/intervention planning** Examples: • Independently and accurately selects, administers, and scores and interprets assessment tools with clinical populations • Selection of assessment tools reflects a flexible approach to answering the diagnostic questions • Comprehensive reports include discussion of strengths and limitations of assessment measures as appropriate • Interview and report lead to formulation of a diagnosis and the development of appropriate treatment/intervention plan

11c. Application of Assessment Methods

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates knowledge of measurement across domains of functioning and practice settings** Examples: • Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information • Demonstrates awareness	Behavioral Anchors **Selects appropriate assessment measures to answer diagnostic question** Examples: • Selects assessment tools that reflect awareness of patient population served at a given practice site • Demonstrates ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise)	Behavioral Anchors **Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice** Examples: • Independently selects assessment tools that reflect awareness of client population served at practice site • Interprets assessment results accurately taking into account limitations of the evaluation method • Provides meaningful, understandable and useful feedback that is responsive to client need

11d. Assessment/Diagnosis in Sociocultural Context

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE

Behavioral Anchors	Behavioral Anchors	Behavioral Anchors
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	**Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity**	**Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity**
Examples: • Identifies DSM criteria • Describes normal development consistent with broad area of training • Recognizes the influence of socio-cultural variables on determining what is "normal" or "abnormal" and is able to think critically about historical and current bias in making such judgments	Examples: • Articulates relevant developmental features and clinical symptoms as applied to presenting question • Demonstrates ability to identify problem areas and to use concepts of differential diagnosis • Integrates sociocultural factors as an essential part of case formulation and treatment planning	Examples: • Treatment plans incorporate relevant developmental features and clinical symptoms as applied to presenting problem • Demonstrates awareness of DSM and relationship to ICD codes • Independently identifies problem areas and makes a diagnosis • Recognizes limitations of diagnoses and treatment planning in terms of addressing sociocultural factors and takes action to address these limitations through culturally informed intervention planning

11e. Conceptualizations and Recommendations

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors	Behavioral Anchors	Behavioral Anchors
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	**Utilizes systematic approaches of gathering data to inform clinical decision-making**	**Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment**
Examples: • Discusses diagnostic formulation and case conceptualization in courses • Prepares basic reports which articulate theoretical material	Examples: • Presents cases and reports demonstrating how diagnosis is based on case material • Makes clinical decisions based on connections between diagnoses, hypotheses and recommendations	Examples: • Independently prepares reports based on case material • Accurately administers, scores and interprets test results • Formulates case conceptualizations incorporating theory and case material

11f. Communication of Assessment Findings

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors	Behavioral Anchors	Behavioral Anchors
Demonstrates awareness of models of report writing and progress notes	**Writes assessment reports and progress notes and communicates assessment findings verbally to client**	**Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner**
Examples: • Demonstrates knowledge of content of test reports and progress notes	Examples: • Writes complete psychological reports • Works with supervisor to prepare and provide feedback	Examples: • Writes an effective, comprehensive report

• Demonstrates knowledge of organization of test reports and progress notes	regarding findings • Reports reflect data that has been collected via interview	• Effectively communicates assessment results verbally to clients • Reports reflect data that has been collected via interview and its limitations

12. Research and Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.

12a. Scientific Approach to Knowledge Generation

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Participates effectively in scientific endeavors when available** Examples: • Can describe and give examples of how psychologists evaluate the effectiveness of their professional activities • Open to scrutiny of one's work by peers and faculty • Writes literature review as part of course requirement • Assists faculty with research projects • Critically assesses the cultural relevance of research findings	Behavioral Anchors **Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology** Examples: • Can identify variety of research methods and techniques of data analysis • Demonstrates research and scholarly activity, which may include presentations at conferences; participation in research teams; submission of manuscripts for publication • Demonstrates being a critical consumer of research	Behavioral Anchors **Generates knowledge** Examples: • Engages in systematic efforts to increase the knowledge base of psychology through implementing and reviewing research • Uses methods appropriate to the research question, setting and/or community • Consults and partners with community stakeholders when conducting research in diverse communities

12b. Application of Scientific Method to Practice

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
No expectation at this level	Behavioral Anchors **Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs** Examples: • Describes how outcomes are measured in each practice activity • Demonstrates knowledge of program evaluation	Behavioral Anchors **Applies scientific methods of evaluating practices, interventions, and programs** Examples: • Evaluates practice activities using accepted techniques • Compiles and analyzes data on own clients (outcome measurement) • Uses findings from outcome evaluation to alter intervention strategies as indicated • Participates in program evaluation

13. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in counseling psychology.

13a. Knowledge

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE

No expectation at this level	Behavioral Anchors	Behavioral Anchors
	Demonstrates awareness of theories of learning and how they impact teaching Examples: • Observes differences in teaching styles and need for response to different learning skills • Is able to articulate awareness of body of knowledge to inform teaching and learning	**Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences** Examples: • Demonstrates knowledge of one learning strategy • Demonstrates clear communication skills

13b. Teaching skills

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
No expectation at this level	Behavioral Anchors **Demonstrates knowledge of application of teaching methods** Examples: • Demonstrates example of application of teaching method • Organizes and presents information related to a topic	Behavioral Anchors **Applies teaching methods in multiple settings** Examples: • Identifies and differentiates factors for implementing particular teaching methods • Demonstrates accommodation to diverse others (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 Introduces innovation/creativity into application of teaching method

13c. Role of Evaluator

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
No expectation at this level	Behavioral Anchors **Is able to recognize that privilege comes with the power differential inherent in serving as a teaching assistant or instructor** Examples: • Can recognize impact of multiple relationships on	Behavioral Anchors **Is able to identify and monitor power differential with students to avoid exploitation** Examples: • Monitors impact of multiple relationships on objectivity in teaching and corrects as appropriate

	objectivity in teaching • Seeks feedback on grading and evaluation strategies to ensure that students are being treated fairly	• Is able to assess own competency as a teacher and make corrections as necessary to maximize student learning outcomes

ORGANIZATIONAL COMPETENCIES: 14. Interdisciplinary Systems; 15. Consultation; 16. Management/Administration

14a. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Demonstrates openness to working with professionals of other disciplines** Examples: • Demonstrates respect of contribution of other professionals (such educational, health, and human services) to healthy human development and functioning	Behavioral Anchors **Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals** Examples: • Articulates the roles of other professions in patient care • Awareness of various levels of education and training required for other professions involved in patient care	Behavioral Anchors **Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals** Examples: • Reports observations of commonality and differences among professional roles, values, and standards • Demonstrates value of contributions from related professions • Demonstrates understanding of complementary knowledge and skills in interprofessional systems

14b. Function and Role in Inter-professional and Multidisciplinary Contexts

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Cooperates with others** Examples: • Cooperates with others in task completion	Behavioral Anchors **Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning**	Behavioral Anchors **Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning**

• Demonstrates willingness to listen to others • Understands the contribution of counseling psychology to multidisciplinary/interprofessional practice and research teams	Examples: • Compares and contrast multidisciplinary functioning and interdisciplinary collaboration • Describes a hypothetical case involving both interdisciplinary collaboration and multidisciplinary functioning • Can pose a research question that has multidisciplinary implications	Examples: • Demonstrates skill in interdisciplinary clinical settings in working with other professionals to incorporate psychological information into overall team planning and implementation • Communicates without jargon • Effectively resolves disagreements about diagnosis or treatment goals • Maintains own position when appropriate while acknowledging the value of others' positions and initiates mutually accepting resolutions • Supports and utilizes the perspectives of other team members

14c. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes

READINESS for PRACTICUM | READINESS for INTERNSHIP | READINESS for ENTRY to PRACTICE

| Behavioral Anchors

Demonstrates awareness of the benefits of forming collaborative relationships with other professionals

Examples:
• Expresses interest in developing collaborative relationships and respect for other professionals
• Articulates the advantages in patient care afforded by working collaboratively with other disciplines | Behavioral Anchors

Develops and maintains collaborative relationships and respect for other professionals

Examples:
• Identifies common challenges in delivering collaborative care
• Articulates examples from the literature or direct experience on benefits of delivering collaborative care
• Communicates effectively with individuals from other professions
• Demonstrates knowledge of mechanisms necessary to maintain collaborative relationships | Behavioral Anchors

Develops and maintains collaborative relationships over time despite differences

Examples:
• Engages in consultation with allied professionals in service of clients
• Demonstrates ability to communicate shared goals
• Appreciates and integrates perspectives from multiple professions
• Effectively relates to other professionals in accordance with their unique patient care roles |

14d. Understands Benefits and Limitations of Inter-professional Systems

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
No expectation at this level	Behavioral Anchors **Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals** Examples:	Behavioral Anchors **Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals** Examples:

	• Identifies common challenges in delivering collaborative care • Articulates examples from the literature or direct experience on benefits of delivering collaborative care	• Engages in consultation with allied professionals in service of clients • Demonstrates ability to communicate shared goals • Demonstrates understanding of advocacy and billing issues related to interprofessional services

15. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals, wherein the client may be an individual, group, or organization.

15a. Role of Consultant

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
No expectation at this level	Behavioral Anchors **Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)** Examples: • Is able to compare and contrast consultation, clinical, and supervision roles • Is able to describe a consultant's role in a hypothetical professional activity	Behavioral Anchors **Determines situations that require different role functions and shifts roles accordingly to meet referral needs** Examples: • Is able to articulate different forms of consultation (e.g., mental health, educational, systems, advocacy) • Accurately matches professional role function to situation

15b. Addressing Referral Questions

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
No expectation at this level	Behavioral Anchors **Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions** Examples: • Implements systematic approach to data collection in a consultative role • Identifies sources and types of assessment tools	Behavioral Anchors **Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question** Examples: • Demonstrates ability to gather information necessary to answer referral question • Clarifies and refines referral question based on analysis/assessment of question

15c. Communication of Consultation Findings

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
No expectation at this level	Behavioral Anchors **Identifies literature and knowledge about process of informing consultee of assessment findings** Examples: • Identifies appropriate approaches and processes for providing written and verbal feedback and recommendations to consultee • Carries out a mock presentation of findings	Behavioral Anchors **Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations** Examples: • Prepares clear, useful consultation reports and recommendations to all appropriate parties • Provides verbal feedback to consultee of results and offers appropriate recommendations

15d. Application of Consultation Methods

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
No expectation at this level	Behavioral Anchors **Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings** Examples: • Identifies appropriate interventions based on consultation assessment findings • Demonstrates ability to identify collaborative methods across systems, clients, or settings	Behavioral Anchors **Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases** Examples: • Identifies and implements consultation interventions based on assessment findings • Identifies and implements consultation interventions that meet consultee goals

16.   Management: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs/departments, or agencies (OPA).

16a. Appraisal of Management and Leadership

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
No expectation at this level	Behavioral Anchors **Forms autonomous judgment of organization's management and leadership** Examples: • Applies theories of effective management and leadership to form an evaluation of organization • Identifies specific behaviors by management and leadership that promote or detract from organizational effectiveness	Behavioral Anchors **Develops and offers constructive criticism and suggestions regarding management and leadership of organization** Examples: • Identifies strengths and weaknesses of management and leadership or organization • Provides input appropriately; participates in organizational assessment • Can help organizations identify practices that support or

		detract from inclusivity and appreciation of diversity

16b. Management

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
No expectation at this level	Behavioral Anchors **Demonstrates awareness of roles of management in organizations** Examples: • Articulates how management functions in own organization(s) • Responds appropriately to direction provided by managers	Behavioral Anchors **Participates in management of direct delivery of professional services; responds appropriately in management hierarchy** Examples: • Responds appropriately to managers and subordinates • Manages DDS under supervision, e.g., scheduling, billing, maintenance of records • Identifies responsibilities, challenges, and processes of management

16c. Administration

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
Behavioral Anchors **Complies with regulations** Examples: • Completes assignments by due dates • Complies with relevant regulations; follows established procedures • Responds appropriately to direction provided by managers • Participates in trainings mandated by organization	Behavioral Anchors **Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures** Examples: • Articulates approved organizational policies and procedures • Completes reports and other assignments promptly • Complies with record-keeping guidelines • Is able to recognize if organizational practices are inconsistent with ethical or legal expectations and seek appropriate consultation	Behavioral Anchors **Demonstrates emerging ability to participate in administration of service delivery programs** Examples: • Demonstrates emerging leadership in clinical situations or clinical teams • Participates in institutional committees or workgroups • Develops new program offerings or clinical services

16d. Leadership

READINESS for PRACTICUM	READINESS for INTERNSHIP	READINESS for ENTRY to PRACTICE
No expectation at this level	Behavioral Anchors **Demonstrates awareness of leadership opportunities for students and early career psychologists** Examples:	Behavioral Anchors **Participates in system change and management structure** Examples:

	• Recognizes opportunities for involvement in professional organizations and student leadership activities	• Provides others with face to face and written direction • Communicates appropriately to parties at all levels in the system • Participates in organizational committees • Participates in institutional planning