Advances in the Culture of Competence in Psychology:
Demonstrating Competence through Continuing Professional Development

David R. Cox, Ph.D., ABPP
Executive Officer
American Board of Professional Psychology
600 Market Street, Suite 300
Chapel Hill, NC 27516
(919) 537-8031  drcox@abpp.org  www.abpp.org
Learning Objectives

Discuss the competency movement occurring in psychology

Discuss the APA Competency Benchmarks Workgroup and other relevant workgroups

List the role of at least three professional psychology organizations involved

Explain the concept of Foundational vs. Functional Competency

Explain the ABPP Generic Credentials Requirements

Access ABPP Specialty Board-specific information

List at least three federal, state, and employer issues re: board certification

Discuss the advantages of continuing professional development in demonstrating professional competence
Overview of Organizational Efforts

• APA Efforts including the Competency Benchmarks Workgroup
• NCSPP Developmental Achievement Levels (DALs)
• ABPP Competency-based Examinations

Plenty of time for Specific Questions
Why Should We Measure Competence?

Competence as the outcome of education and training is valued and increasingly addressed by healthcare professions.

Competence in healthcare providers is increasingly demanded by consumers, expected and certified by regulators, and lauded by policy makers.

The assessment of competence fosters learning, evaluates progress, assists in determining curriculum and training program effectiveness, advances the field, and protects the public.

Some of the Various Organizations involved:

• American Board of Professional Psychology (ABPP)

• American Psychological Association (APA)

• Assoc. of Directors of Psych. Training Clinics (ADPTC)

• Assoc. of Psych. Postdoctoral and Internship Centers (APPIC)

• Assoc. of State & Provincial Psych. Boards (ASPPB)
• Council of Chairs of Training Councils (CCTC)

• Council of Specialties in Professional Psychology (CoS)

• Council of Credentialing Organizations in Professional Psychology (CCOPP)

• National Council of Schools and Programs in Professional Psychology (NCSPP)
A Cube Model for Competency Development: Implications for Psychology Educators and Regulators

Emil Rodolfa
University of California, Davis

Russ Bent
American Board of Professional Psychology

Elena Eisman
Massachusetts Psychological Association and Massachusetts School of Professional Psychology

Paul Nelson
American Psychological Association

Lynn Rehm
University of Houston

Pierre Ritchie
University of Ottawa

This article provides a conceptual framework for training in professional psychology focused on the construct of competency. The authors present a 3-dimensional competency model delineating the domains of knowledge, skills, attitudes, and values that serve as the foundation required of all psychologists, the domains of functional competencies that broadly define what psychologists do, and the stages of professional development from doctoral education to lifelong learning through continuing education. The goal in presenting this model is to provide a conceptual frame of reference for those responsible for psychology education, credentialing, and regulation.

Keywords: education, competencies, training

The basic framework of this article was developed by the work group examining “Specialties and Proficiencies of Professional Psychology” at the 2002 Competencies Conference, Scottsdale, Arizona, November 2002. Members of the work group included Russ Bent; Cindy Carlson; Elena Eisman; Tom Hammeke; Larry James, recorder; Cheryl King; Sandra Kloffer; Janet Matthews; Paul Nelson, steering committee member; Pierre Ritchie; Emil Rodolfa, work group chair; and Keith Yeates.

We acknowledge the thoughtful discussions relevant to this article held during the 11th Annual Meeting of the Council of Credentialing Organizations in Professional Psychology, San Diego, California, September 2003, by Elena Eisman, Joseph Rallo, Geoff Reed, Barry Anton, Kerry Flanigan, Pierre Ritchie, Russ Bent, Gerald Gentry, Patricia Bricklin, Judy Hall, Ted Packard, David Drum, Joe Matarazzo, Emil Rodolfa, and Paul Nelson.

Emil Rodolfa received his PhD from Texas A&M University in counselor education and specialty areas of specialty certification in professional psychology since 1947 for the American Board of Professional Psychology. She is currently serving her fourth term as Chair of the Massachusetts Mental Health Coalition. She is the past Chair of the APA Board of Professional Affairs. Paul Nelson has served as the APA Board of Professional Affairs. Paul Nelson received his PhD from the University of Chicago with a major in social psychology. Following a career in the U.S. Navy as a research psychologist and senior administrator in the Navy Medical Department, he came to the APA where he has served as director, Office of Program Consultation and Accreditation; director, Office of Graduate and Postgraduate Education; and Deputy Executive Director, Education Directorate. Lynn Rehm received his PhD from the University of Wisconsin—Madison in clinical psychology. He is professor of psychology at the University of Houston. He has been President of the Houston Psychological Association, the Houston Society for Clinical Psychology, and the American Psychological Association's Committee on Education. He is a past President of the Texas Psychological Association and the American Psychological Association's Division 54. He has served as a consultant to the U.S. Department of Defense, the U.S. Department of Justice, the U.S. Department of Homeland Security, the U.S. Department of Health and Human Services, and the U.S. Department of Education.
• American Psychological Association Education Directorate

• Cynthia Belar, Ph.D., ABPP
• Catherine Grus, Ph.D.

• Source:
  http://www.apa.org/ed/graduate/homepage.html
Competency Initiatives in Professional Psychology:

Promoting excellence in professional psychology education and training through best practices in defining and measuring competence. Culture of competence emerging

- Past initiatives that focused on assessing student learning outcomes related to competencies and inform current efforts include:
  - Initiatives by the National Council of Schools and Programs in Professional Psychology (NCSPP)
  - 2002 APPIC Competencies Conference
  - Psychology Undergraduate Community
    - Guidelines for the Undergraduate Psychology Major
    - The Assessment CyberGuide for Learning Goals and Outcomes
Competency Initiatives by related organizations

- Association of Directors of Psychology Training Clinics (ADPTC) and Council of Chairs of Training Councils (CCTC) initiative on defining practicum competencies

- American Physical Therapy Association Inter-professional collaborative effects involving various doctoring professionals (i.e., Medicine, Psychology, Nursing) that focus on compiling key research, defining terms, and developing initiatives to meet the challenge of assessing and measuring competencies within professions
• APA Initiatives on Assessing and Defining Competence
  – Recommendations on models for the assessment of competence.pdf [408kb] in professional education and training produced by APA Task Force in 2004

  – Competencies at different levels of education and training developed by the Competency Benchmarks Work Group.doc [484kb] and overview of the Benchmarks Work Group Introduction to the Benchmarks.doc [52kb]

  – Education Leadership Conference presentations on assessment of competencies in 2003, including the presentation by I. Leon Smith, Ph.D., President and Chief Executive Officer of the Professional Examination Service (PES)
• Competency Assessment Toolkit for Professional Psychology
  
  – Introduction

  – Assessment Method Fact Sheets
  http://www.apa.org/ed/graduate/combined%20fact%20sheets.pdf

  – Grid
  http://www.apa.org/ed/graduate/Grid.pdf

End of APA Education Directorate info
Competency Developmental Achievement Levels (DALs) of the National Council of Schools and Programs in Professional Psychology (NCSPP)

The NCSPP competency model of education and training identifies seven competencies required for entry level practice in professional psychology. The seven competencies are

1) Relationship, 2) Assessment, 3) Intervention, 4) Diversity, 5) Research/Evaluation, 6) Management/Supervision, and 7) Consultation/Education.

The DALs describe the knowledge, skills and attitudes within each competency across three stages of training (begin practicum, begin internship, completion of degree).
Competency Developmental Achievement Levels (DALs) of the National Council of Schools and Programs in Professional Psychology (NCSPP)

The competency DALs represent work products of the NCSPP January 2007 “Developing our Competencies in Clinical Training” Conference and the seven competency revision groups that oversaw further development. Over 165 Conference participants, including doctoral program faculty, students, practicum and internship supervisors, administrators and invited guests, were divided into seven competency work groups. Practicum and internship supervisors working with NCSPP students were invited to attend the Conference and fully participate in creation of the work products.
APA TASK FORCE ON THE ASSESSMENT OF COMPETENCE IN PROFESSIONAL PSYCHOLOGY:
FINAL REPORT
October 2006
Revised 2011
www.apa.org/ed/graduate/competency.aspx
• The APA Task Force on the Assessment of Competence in Prof. Psychology materials are integrated into the ABPP Specialty Examination Competency Model, and are reviewed herein as part of the description of the ABPP process.
• 2011 Revision will be integrated starting in 2013.
• The ABPP Specialty Examination Competency Model is consistent with the *APA Task Force on the Assessment of Competence in Professional Psychology: Final Report* (October 2006).

• Dr. Nadine Kaslow (ABPP Past-Pres) of the American Board of Clinical Psychology was a member of that task force.
The components of the ABPP Specialty Examination Competency Model include a Specialty Definition and Competencies.

The ABPP Competencies are categorized into Foundational Competencies and Functional Competencies.
• The Foundational and Functional Competencies constructs are applicable to all specialties and specialty practice.

• They run throughout the ABPP board certification process.
• Foundational Competencies are those competencies that are inter-woven with and integrated into varying degrees into the Functional Competencies.
Functional Competencies are those competencies that are daily practice activities provided at the specialty level of practice; an advanced level of practice that characterizes/defines the specialty.
Foundational Competencies

• Ethics and Legal Foundations

The awareness and application of appropriate ethical and legal requirements of practice.
Foundational Competencies

• Individual and Cultural Diversity

Awareness and sensitivity in working professionally with diverse individuals, groups, and communities who represent various cultural and personal background and characteristics.
Foundational Competencies

- Interpersonal Interactions

The ability to relate effectively and meaningfully with individuals, groups, and/or communities. Effectiveness in interdisciplinary systems.
Foundational Competencies

- Professional Identification

Practice conducted within the boundaries of competencies, involvement in the profession and the specialty in particular. Continuing development as a psychologist specialist. Advocacy for the profession.
Competencies that are *italicized may* be essential to a specialist’s practice depending on the nature of the practice; items in **bold** are considered essential and applicable to all specialist practice.
Functional Competencies

• Assessment

Defining, diagnosing, and conceptualizing problems and issues associated with individuals, groups, and/or organizations.
Functional Competencies

- Intervention

Developing, implementing, and evaluating interventions designed to produce positive change.
Functional Competencies

• Consultation

Providing expert guidance or professional assistance to a consultee’s needs or goals.
Functional Competencies

• Science Base and Application

Producing or consuming scientific theory and knowledge relevant to areas of professional practice. The empirical base or practice.
Functional Competencies

• *Supervision and Management*

The guidance, direction, and monitoring of trainees, residents, staff, or programs.
Functional Competencies

• *Teaching*

Formal teaching (including workshops, coursework, presentations) related to the specialty.
(what's) the big idea(?)

get certified

The clearest and most responsible way for a psychologist to represent herself/himself to the public, third parties, and the profession as a specialist is to be certified through an organized peer process as meeting the standards and demonstrating the competencies required in the specialty. ABPP is the only non-profit professional specialty organization with multiple specialty board quality controls recognized by the profession as certifying specialty practitioners in psychology.

1. apply
   Initiate an application for ABPP board certification by submitting the materials to the central office.

2. generic credentials review
   The ABPP central office ensures that you have met all the generic criteria and have the appropriate license for certification.

3. specialty credentials review
   The application is sent to the appropriate specialty board to ensure that your credentials meet all the specialty-specific criteria for your chosen specialty.

4. practice samples
   Submit practice samples representative of your work and competency.

5. oral exam
   Sit for an oral exam with examiners in your chosen specialty.

6. get certified
   Join the ranks of many of your colleagues as board certified through ABPP and display your diploma with pride. Many settings provide for salary increases and advancement if ABPP certified.

checklist basics:
- A doctoral degree from an APA/CPA accredited or ASBPP/NR designated program
- Licensure as a psychologist at the independent doctoral level
- APA/CPA accredited internship

core competencies in psychology
- Functional:
  - Assessment
  - Intervention
  - Consultation
  - Science base & application
  - Supervision / teaching / management

- Foundational:
  - Interpersonal interactions
  - Individual and cultural diversity
  - Ethics and legal foundations
  - Professional identification
Examples of Board Certification in Related Professions

Medicine has a history of board certification dating from the early 20th Century and the American Board of Medical Specialties has 24 affiliated specialty examining boards.
• In 1999, the ABMS reported that 89% of licensed physicians were certified in one or more medical specialties.

• Less than 5% of psychologists in 2012 are board certified, however there is increasing movement toward certification.

• ABPP applications were up over 40% 2008 v. 2007 with EEO; rising 5-10% per annum.
Why Get Board Certified in Psychology?

Assures the public you are a specialist that has successfully completed the educational, training, and experience requirements of the specialty, including an examination designed to assess the competencies required to provide quality services in that specialty.

Credential is understood by other professionals and the public.

Support the profession.
Why Get Board Certified in Psychology?

Highest credential for a psychologist and denotes an advanced level of competence (knowledge, skills, attitudes)

“Final examination” that gives us, our students, the profession, and the public that extra confidence one gets when being referred to as a board-certified specialist
Why Get Board Certified in Psychology?

- Intrinsic value of one’s own learning and perspective
- A structure to facilitate self-assessment
- An important continuing professional education opportunity (fulfills many State CE requirements for biennium in which board certification occurs and receive 10 CE credits from APA; 37.5 in Florida); 40 in ASPPB MOCAL Proposal
- Increased mobility opportunities - > over 30 jurisdictions
- $$$ & Career Opportunities – VA/PHS/Military
- Hospital/Medical Center/University Staff/Faculty
- ABPP is the only psychology Board Certification recog. by Federal govt by way of raises, etc.
Some Specifics

• Ohio Depart. of Mental Health - 5% supplement to anyone who is ABPP in Clinical, Forensic, or Neuropsychology

• Dept. of Veterans Affairs - One step salary grade increase possible

• Dept. of Defense - Accession Bonus of up to $400,000 (not a typo!)
The mission of the American Board of Professional Psychology is to increase consumer protection through the examination and certification of psychologists who demonstrate competence in approved specialty areas in professional psychology.
ABPP VALUE STATEMENT

Board Certification through the American Board of Professional Psychology (ABPP) provides peer and public recognition of demonstrated competence in one of its fourteen affiliated specialty areas. Additionally, Board Certification through ABPP provides the professional with increased opportunities for career growth, including employability, mobility, and financial compensation.
ABPP Specialty Boards 2012

- Clinical Child and Adolescent
- Clinical
- Clinical Health
- Clinical Neuropsychology
- Cognitive and Behavioral
- Counseling
- Couples and Family
- Forensic
- Group
- Organization and Business
- Police & Public Safety
- Psychoanalysis
- Rehabilitation
- School
ABPP expects that most licensed professional psychologists should qualify for board certification

Requirements are reasonable and reachable with a modest amount of effort
“As someone who recently completed the board certification process, I can unequivocally state that it was a very enriching process... The process provides you with a sense of validation by your peers and helps the public clearly identify who has met the requirements of certification... When I finished I did not feel like I had passed one test—I felt I had completed a comprehensive process designed to assess my competence. There were anxieties along the way—“what if I fail”—but then I decided I would just take what I learned and build on it to improve myself. I highly suggest going for the boards.”

- Dominic A. Carone, Ph.D, ABPP  recent ABCN specialist
ABPP Process

Early Entry Program (or Standard) Application
Submit necessary documentation of degree, internship, experience

Generic Credentials Review
Specialty-specific Credentials Review

Written Exam (ABCN and ABFP)

Practice Sample submission & review

Oral Examination

www.abpp.org
Accredited
Doctoral
Program

Accredited
Internship

Post-doctoral
Residency
(optional)

Licensed by
State or
Province;
HSP
certification(?)

Board
Certified in
Area of
Specialty
Practice

Credentials
• Specialty Board Specific Requirements may be accessed at:
  http://www.abpp.org

Go to www.abpp.org and click on Applicants icon at top

Then use the drop-down (left) menu to select a specialty area
Clinical Specialty-Specific Req’s

1. An approved internship is required; AND
2. One year of formal postdoctoral fellowship in clinical psychology OR two years of supervised postdoctoral work experience
3. The education and training preparation in the specialty should meet APA accreditation requirements for the specialty.
• Clinical Neuro. Specialty-Specific Req’s

• For persons receiving their doctoral degree after 1/1/05:
  • Training conforms to guidelines of The Houston Conference (PDF).*
  • Houston Guidelines require that the residency be the equivalent of 2 years and completed on at-least a half-time basis. ABCN will accept minor deviations from these requirements that may arise based on medical, personal or professional factors. Under these circumstance the candidate must provide written documentation from the residency director that the candidate:
    – left the residency in good standing,
    – met all requirements of the residency,
    – obtained the requisite skills and knowledge base described by the Houston Guidelines.

• ABCN will not require that the faculty of the 2-year residency include a board certified neuropsychologist (as stipulated in the Houston Guidelines). However, under these circumstances the candidate may be asked to provide a curriculum vitae for their primary neuropsychology supervisors.
• Clinical Neuro. Specialty-Specific Req’s

• For persons receiving their doctoral degree between 1/1/90 and 1/1/05:
  • The equivalent of three years of experience in the specialty area, met by:
    – three years of experience, only one of which can be predoctoral, or
    – one year of pre- or postdoctoral experience and successful completion of an accredited postdoctoral program in the specialty.

• Two years of supervision in the practice of the specialty, met by:
  – two years of postdoctoral supervision, or
  – one year of predoctoral and one year of postdoctoral supervision, or
  – successful completion of an accredited postdoctoral program in the specialty.

• Training and experience in basic neurosciences, functional neuroanatomy, neuropathology, clinical neurology, psychological assessment, clinical neuropsychological assessment, psychopathology, and psychological intervention.
• Forensic Specialty-Specific Req’s
• At least 100 hours of formal education, direct supervision or continuing education in forensic psychology; AND
At least 1000 hours of experience in forensic psychology obtained by
• (a) completion of a full-time [at least one year] formal postdoctoral training program in forensic psychology, approved by ABFP, OR
• (b) practice over a minimum period of four post-doctoral years.
Important sites for additional info

Forensic
(board)  www.abfp.com
(academy)  www.aafp.ws

Clinical Neuropsychology
(board)  www.theabcn.org
(academy)  www.theaacn.org
ABPP will continue to be at the forefront of evaluating competency in professional psychology.
• Competency, and board certification to identify competency, is becoming “The Expectation rather than the Exception”

Contact us at
David Cox     drcox@abpp.org
General Info   office@abpp.org
At this point let’s take a Guided Web Tour to the Specialty Board of your choice
– (we will need internet access here)

Start at ABPP Home
www.abpp.org

OR at a Specialty Board or Academy site
e.g., www.abfp.com or
www.theabcn.org
As time permits, we can go through the following example from the American Board of Clinical Psychology
The following, from the American Board of Clinical Psychology, is an example of how an ABPP Specialty Board may implement the Functional and Fundamental Competencies into their examination manual.
DEFINITION OF CLINICAL PSYCHOLOGY

SERVICES

Clinical Psychology is both a general practice and a health service provider specialty in professional psychology. Clinical Psychologists provide professional services relating to the diagnosis, assessment, evaluation, treatment and prevention of psychological, emotional, psychophysiological and behavioral disorders in individuals across the lifespan. These services include procedures for understanding, predicting, and alleviating intellectual, emotional, physical, psychological, social and behavioral maladjustment, and mental illness, as well as other forms of discomfort. In addition, it includes services for the enhancement of functioning in all of these areas.
DEFINITION OF CLINICAL PSYCHOLOGY

The services provided by Clinical Psychologist typically include:

- Conduct of clinically-relevant research
- Assessment (evaluation, diagnosis, formal psychological testing)
- Intervention (treatment, prevention)
- Consultation with others professionals in diverse settings
- Supervision, teaching, and management activities (e.g., program development, administration)
DEFINITION OF CLINICAL PSYCHOLOGY

It is expected that Clinical Psychologists will demonstrate sensitivity to and skills in dealing with multicultural/diverse populations. In this manual, we will use the terms multicultural and individual and cultural diversity interchangeably. Individual and cultural diversity recognizes the broad scope of such factors as race, ethnicity, language, sexual orientation, gender, age, disability, class status, education, religion/spiritual orientation, and other cultural dimensions.
• The ABCP example of the functional definition of Clinical Psychology follows:

• Science Base and Application

A successful Candidate is aware of and conversant with scientific and scholarly developments in Clinical Psychology and applies them in professional practice. Examiners explore the Candidate’s awareness of and ability to discuss critically the implications and applications of contemporary knowledge in the practice of Clinical Psychology. This includes knowledge of the integration of theory, research, and practice concerning interpersonal interactions, issues of individual and cultural diversity (e.g., ethnicity, race, gender, age, sexual orientation, disability status, and special populations), ethics and legal foundations, and professional identification. If applicable, attention is paid to the Candidate’s own scholarly contributions as they inform the practice of clinical psychology.
• The ABCP example of the operational definition of Clinical Psychology follows:

CRITERION EXAMPLES OF COMPETENCIES

• SCIENCE BASE AND APPLICATION

• Components:
  – Use of evidence-base and theory to inform activities as a Clinical Psychologist. This involves having a definable set of constructs and a theoretical orientation of sufficient complexity to allow a rich discussion.
  – Critical evaluation of research and professional literature and capacity to discuss implications for practice.
  – Contribution to empirical or theoretical knowledge base (if applicable).
  – Attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to the application of the science base to practice and the contribution to the science base is evident.
Assessment

A successful Candidate conducts assessments that can range from the administration and interpretation of standardized tests to behavioral observations and clinical interviews. Assessment cases may come from any developmental level across the lifespan. In some forms of professional practice, assessment and intervention are integral parts of the same process. Examiners explore the Candidate’s level of sophistication in discussing choice of assessment methods or approaches to address diagnostic issues and/or case formulation consistent with whatever theoretical foundation and evidence base is proposed as guiding assessment work. Attention is paid to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to assessment.
ASSESSMENT

Components:

– Assessment and evaluation procedures selected are appropriate for referral and for client/patient.
– Assessments and evaluations are conducted with high level of skill and appropriate attitude using extant knowledge base.
– Assessment and evaluation findings are interpreted accurately and used to inform conceptualization.
– Assessment and evaluation data are applied to the development of recommendations.
– Results are communicated in ways that lead to useful outcomes.
– Attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to assessment is evident.
• **Intervention**

A successful Candidate performs interventions that may take the form of any modality of psychotherapy or environmental modification. Intervention cases may come from any developmental level across the lifespan. In some forms of professional practice, assessment and intervention are integral parts of the same process. Examiners explore the Candidate’s level of sophistication in discussing choice of therapeutic or environmental interventions to address therapeutic or systemic/organizational issues consistent with whatever theoretical foundation and evidence base is proposed as guiding intervention work. Attention is paid to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to intervention.
INTERVENTION

Components:

– Intervention contract issues (client’s/patient’s goals, boundaries of treatment, payment resources, etc.) are managed responsibly.

– Intervention procedures chosen are appropriate for client/patient situation.

– Interventions are applied with a high-quality level of skill and knowledge and appropriate attitude.

– Attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to intervention is evident.
A successful Candidate demonstrates the ability to communicate and apply his/her knowledge in consultation with others such as other persons who provide psychological services, health care professionals from other disciplines, educational personnel, social service agencies, nursing homes, rehabilitation centers, industry, legal systems, public policy makers, and individuals in other institutions and settings. Clinical Psychologists, additionally, consult regarding clinical research. Attention is paid to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to consultation.
CONSULTATION

Components:

- Consultation procedures are selected in a fashion that is appropriate for the context.
- Background information for the consultation is gathered appropriately and thoughtfully integrated.
- Consultations are conducted with high-quality level of skill and knowledge and appropriate attitude.
- Attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to consultation is evident.
• Supervision/Teaching/Management
  (If Applicable – NOT REQUIRED FOR ALL CANDIDATES)

This competency domain will only be addressed for those Candidates who engage in supervision/teaching/management. With regards to Supervision, a successful Candidate demonstrates the ability to communicate and apply his/her knowledge in supervision with others such as psychological technicians/assistants; psychometricians; other persons who provide psychological services; psychology trainees in practicum, internship, and postdoctoral settings; and individuals conducting research. In terms of Teaching, a successful Candidate demonstrates the capacity to effectively teach clinical psychology to undergraduate or graduate students, interns and postdoctoral residents, and colleagues. With regards to Management, a successful Candidate demonstrates the ability to effectively carry out administrative activities and/or program design, implementation, and evaluation. Attention is paid to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to supervision/teaching/management.
• SUPERVISION/TEACHING/MANAGEMENT (IF APPLICABLE, OTHERWISE SKIP THIS SECTION)

• Components:
  – Supervision is conducted using existing theory and research with a high level of skill and appropriate attitude.
  – Teaching activities are conducted using theory and research with a high level of skill and appropriate attitude.
  – Management activities are conducted using theory and research with a high level of skill and appropriate attitude.
  – Attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to supervision/teaching/management is evident.
• Interpersonal Interactions

A successful Candidate demonstrates sensitivity to the welfare, rights, and dignity of others, as well as an ability to relate to clients/patients and others in ways that enhance the effectiveness of services provided. Successful Candidates must be aware of their own impact of others, as well as countertransference vulnerabilities.
• INTERPERSONAL INTERACTIONS
• Components:
  – A level of self-awareness exists that promotes effective functioning in each competency domain.
  – An awareness of the needs, feelings, and reactions of others is present and promotes effective functioning in each competency domain.
  – Sensitivity to the welfare, rights, and dignity of others is a priority.
Individual and Cultural Diversity

A successful Candidate demonstrates awareness of all aspects of individual and cultural diversity (e.g., ethnicity, race, gender, age, sexual orientation, disability status, and special populations) as these influence their understanding of the science base and its application, assessment, intervention, consultation, supervision/teaching/management, and interpersonal interactions. The Candidate conveys awareness of his/her own individual and cultural diversity characteristics as these influence their functioning across competency domains and their interpersonal interactions.
• INDIVIDUAL AND CULTURAL DIVERSITY
• Components:
• Knowledge about individual and cultural diversity is evident.
• Sensitivity and responsiveness to individual and cultural diversity in each competency domain is apparent.
• An awareness of the interaction between one’s own diversity characteristics and those of the people or contexts with whom or in which one is functioning as a Clinical Psychologist is conveyed
Ethical and Legal Foundations

A successful Candidate is aware of: (1) current ethical principles and practice standards of the APA; (2) current statutory and regulatory provisions applicable to professional practice; and (3) implications of these principles to protect clients/patients, the profession, and society.
• ETHICAL AND LEGAL FOUNDATIONS
• Component:
• Knowledge about ethical standards is apparent and there is evidence that these standards guide all of their professional functioning.
• Knowledge about legal standards is apparent and there is evidence that these standards guide all of their professional functioning.
• Professional Identification

A successful Candidate identifies with the profession by appropriate memberships and involvement in international, national, state, or local professional organizations and by awareness of current issues facing the profession. The Candidate pursues continuing professional education commensurate with licensure requirements and professional development in the Specialty of Clinical Psychology. They seek consultation and supervision when necessary and engage in ongoing training and continuing professional education.
PROFESSIONAL IDENTIFICATION

Components:

• Active participation in the profession is demonstrated.
• Familiarity with current significant issues facing the profession is demonstrated, as is an awareness of the implication of these issues for one’s functioning as a Clinical Psychologist.
• Consultation and supervision are sought after and utilized appropriately.
• Continuing professional education is valued.
Learning Objectives

Discuss the competency movement occurring in psychology

Discuss the APA Competency Benchmarks Workgroup and other relevant workgroups

List the role of at least three professional psychology organizations involved

Explain the concept of Foundational vs. Functional Competency

Explain the ABPP Generic Credentials Requirements

Access ABPP Specialty Board-specific information

List at least three federal, state, and employer issues re: board certification

Discuss the advantages of continuing professional development in demonstrating professional competence
• At this point let’s take a Guided Web Tour to the Specialty Board of your choice
  – (we will need internet access here)

• Start at ABPP Home
  www.abpp.org

• OR at a Specialty Board or Academy site
  e.g., www.abfp.com or
  www.theabcn.org