

## **2017 ASPPB Competencies Expected of Psychologists at the Point of Licensure**

### **Preamble**

The *ASPPB Competencies Expected of Psychologists at the Point of Licensure* was developed to provide licensing boards and colleges a framework to assist them to assess the competency of candidates for licensure and registration.

ASPPB's decision to engage in a process of developing a competency model of the skills needed to practice psychology independently is based on the evolution of the "culture of competence" that has occurred in all health care professions, including psychology. This competency model was initially developed by the ASPPB Competency Assessment Task Force (CATF) and was meant to provide a basis for an examination that would assess the skills of applicants for licensure to complement the Examination for Professional Practice in Psychology, which effectively assesses the knowledge base of these applicants. This model is based primarily on the work done by the ASPPB Practice Analysis Task Force (PATF) (ASPPB, 2010; Rodolfa, et al., 2013) and also takes into account other regulatory models (MRA, 2001), educational models (Hatcher et al., 2013) and at the time, the proposed accreditation model (CoA, 2014).

The ASPPB Competency model differs from other competency models in that it is empirically grounded. It was initially based on the data collected in 2009 by the PATF from approximately 1230 practicing psychologists who assessed the developmental nature of the competencies needed for independent practice from readiness for practicum through post-licensure. Data was also collected about the criticality and utility of each of the competencies. Then in 2013, the CATF focused the model developed through the 2009 Practice Analysis on the point of licensure by eliminating certain of the competencies and behavioral exemplars that were not rated as necessary at the point of licensure for the independent practice of psychology. Many of the remaining competency clusters, competencies, and behavioral exemplars were refined in order to reduce redundancy and enhance clarity. This ASPPB Competency model was approved by the ASPPB Board of Directors (BOD) in 2014.

In 2015 the BOD approved a Job Task Analysis (JTA) to systematically gather updated information about the knowledge and skills needed to practice psychology independently. This work was undertaken in 2016 to update the EPPP Step 1 (the knowledge exam) and to verify the competencies identified by the earlier Practice Analysis to provide a foundation for the development of the EPPP Step 2, the new examination of applicant skills. The ASPPB Competency model has been refined by the Job Task Analysis Task Force (JTATF) based on the results of the 2016 Job Task Analysis.

Results from the current job task analysis are based on data collected from approximately 2736 practicing psychologists. These practicing psychologists again rated the competencies needed at the point of licensure, as well as provided data on the criticality and utility of each of the competencies. The results validate the original competencies needed at the point of licensure with the addition of a supervision competency. There were also changes

in the structure of the competency domains, thus there are different names for the domains (e.g., Professional Practice is now called Assessment and Intervention, Systems Thinking is now called Collaboration, Consultation and Supervision). Additionally some of the actual competencies and behavioral exemplars were refined, clarified and updated, or deleted. The document below constitutes this updated competency model, empirically based on the input from these various sources, and is being submitted to the ASPPB BOD for approval.

## *The ASPPB Competencies Expected of Psychologists at the Point of Licensure*

This model contains the following competency domains:

1. **Scientific orientation:** This competency domain involves an orientation to the knowledge developed through the science of psychology, including evidence-based practice, as well as a scientific method of looking at and responding to psychological problems. This general competency also involves the knowledge of the core areas of psychology, which will not be assessed by the new competency examination as they are currently well assessed by the Examination for Professional Practice in Psychology (EPPP) Step 1.
2. **Assessment and Intervention:** This competency domain involves the provision of psychological assessment and intervention services to the public.
3. **Relational competence:** This competency domain includes the ability to engage in meaningful and helpful professional relationships, as well as to understand and interact appropriately in a variety of diverse cultural and social contexts. It includes the two sub-categories of diversity and relationships.
4. **Professionalism:** This competency domain includes personal competence, the ability to identify and observe the boundaries of competence and reflective practice, the ability to be self-reflective and to receive feedback from others in relationship to one's psychological activities.
5. **Ethical practice:** This competency domain involves the ability to apply both the ethical codes of the profession and the laws and regulations that govern the practice of psychology.
6. **Collaboration, Consultation, and Supervision:** This competency domain involves the ability to understand and work with individuals within broader systems and includes the skills to operate effectively and ethically within organizational structures, to collaborate with others in a cooperative, multidisciplinary manner and to effectively and ethically provide supervision to students, trainees and other professionals.

The competencies are identified by the letter "C" and a number.

The behavioral exemplars are identified by the letter "B" and a number.

# **ASPPB Competencies Expected of Psychologists At The Point of Licensure**

## Domain 1: Scientific Orientation

- C1. Select relevant research literature and critically review its assumptions, conceptualization, methodology, interpretation, and generalizability
  - B1. Critically evaluate and apply research findings to practice, with attention to its applicability and generalizability
  - B2. Interpret and communicate empirical research results in a manner that is easily understood by non-scientific audiences
- C2. Acquire and disseminate knowledge in accord with scientific and ethical principles
  - B3. Critically evaluate the literature relevant to professional practice
  - B4. Share psychological knowledge with diverse groups (e.g., students, colleagues, clients, other professionals, the public) within professional settings in an unbiased manner

## Domain 2: Assessment and Intervention

- C3. Apply knowledge of individual and diversity characteristics in assessment and diagnosis
  - B5. Integrate knowledge of client characteristics in formulating assessment questions and understanding the reason for assessment
  - B6. Select assessment methods and instruments based on psychometric properties, available normed data and/or criterion-referenced standards, and address any limitations in that selection
  - B7. Ensure that professional opinions, recommendations, and case formulations adequately reflect consideration of client characteristics
- C4. Demonstrate effective interviewing skills
  - B8. Adapt interview questions and behaviors in light of the characteristics of the interviewer and interviewee
  - B9. Demonstrate flexible, empathic, and appropriate use of a broad range of interview techniques
  - B10. Consider contextual information (e.g., reason for assessment, possible legal or forensic considerations) in conducting an interview
- C5. Administer and score instruments following current guidelines and research
  - B11. Administer, score, and interpret a range of commonly used standardized assessment instruments
  - B12. Adapt relevant guidelines in situations requiring non-standard administration, scoring, interpretation, or communication of assessment results
- C6. Interpret and synthesize results from multiple sources (e.g., multiple methods of assessment, written documentation, interviewees, collateral sources of information) following current guidelines and research
  - B13. Interpret and integrate results from standardized tests and interviews following established guidelines and, as appropriate, multiple applicable norm sets
  - B14. Identify the strengths and limitations of various types of assessment data
  - B15. Reconcile or explain discrepancies between various sources of data and suggest alternative interpretations or explanations in light of any limitations of assessment instruments

- B16. Synthesize client-specific and scientific data with contextual factors to refine working hypotheses and develop conclusions and recommendations across a range of problems
- C7. Formulate and communicate diagnoses, recommendations, and/or professional opinions using relevant criteria and considering all assessment data
  - B17. Formulate diagnoses using current taxonomies
  - B18. Provide recommendations that incorporate client and contextual factors, including diagnoses
  - B19. Communicate assessment results to clients, referral sources, and other professionals in an integrative manner
- C8. Select interventions for clients based on ongoing assessment and research evidence as well as contextual and diversity factors
  - B20. Conceptualize intervention or treatment on the basis of evidenced-based literature
  - B21. Integrate client or stakeholder opinions, preferences, readiness for change, and potential for improvement into intervention plan
- C9. Apply and modify interventions based on ongoing assessment, research, contextual factors, client characteristics, and situational and environmental variables
  - B22. Articulate evidence-based rationale for decisions, recommendations, and opinions to clients and others as indicated
  - B23. Continually evaluate, modify, and assess the effectiveness of interventions, considering all relevant variables including biases and heuristics
  - B24. Consult with qualified peers when facing the need to modify interventions in unfamiliar situations

### Domain 3: Relational Competence

- C10. Integrate and apply theory, research, professional guidelines, and personal understanding about social contexts to work effectively with diverse clients
  - B25. Recognize, understand, and monitor the impact of one's own identities in professional situations
  - B26. Engage in respectful interactions with an awareness of individual, community, and organizational differences
  - B27. Modify one's own behavior based on self-reflection and an understanding of the impact of social, cultural, and organizational contexts
  - B28. Follow professional guidelines and the scientific literature, when available, for providing professional services to diverse populations
  - B29. Apply culturally appropriate skills, techniques, and behaviors with an appreciation of individual differences
- C11. Work effectively with individuals, families, groups, communities, and/or organizations
  - B30. Use relational skills to engage, establish, and maintain working relationships with a range of clients
  - B31. Communicate respectfully, showing empathy for others
  - B32. Collaborate effectively in professional interactions
- C12. Demonstrate respect for others in all areas of professional practice
  - B33. Consider differing viewpoints held by clients and others
  - B34. Respond to differing viewpoints by seeking clarification to increase understanding before taking action
- C13. Identify and manage interpersonal conflict between self and others
  - B35. Manage difficult and complex interpersonal relationships between self and others

- B36. Consult with peers to examine and address one's own reactions and behavior when managing interpersonal conflict

#### Domain 4: Professionalism

- C14. Identify and observe boundaries of competence in all areas of professional practice
  - B37. Identify limits of professional competence
  - B38. Use knowledge of professional competence to guide scope of practice
  - B39. Seek appropriate consultation when unsure about one's competence and additional needs for training and professional development
  - B40. Seek additional knowledge, training, and supervision when expanding scope of practice
  - B41. Update knowledge and skills relevant to psychological practice on an ongoing basis
- C15. Critically evaluate one's own professional practice through self-reflection and feedback from others
  - B42. Engage in systematic and ongoing self-assessment and skill development
  - B43. Accept responsibility for one's own professional work and take appropriate corrective action if needed
  - B44. Maintain awareness of personal factors that may impact professional functioning

#### Domain 5: Ethical Practice

- C16. Demonstrate and promote values and behaviors commensurate with standards of practice, including ethics codes, laws, and regulations
  - B45. Demonstrate integration and application of ethics codes and laws in all professional interactions
  - B46. Communicate ethical and legal standards in professional interactions as necessary
  - B47. Seek professional consultation on ethical or legal issues when needed
  - B48. Discuss with peers or collaborators any ethical concerns with their behavior
  - B49. Take appropriate steps to resolve conflicts between laws or rules and codes of ethics in one's professional practice
- C17. Accurately represent and document work performed in professional practice and scholarship
  - B50. Maintain complete and accurate records
  - B51. Report research results accurately, avoiding personal biases
  - B52. Ensure adequate and appropriate credit is given to trainees and collaborators in scholarship
- C18. Implement ethical practice management
  - B53. Practice in a manner commensurate with laws, ethical standards, practice guidelines, and organizational constraints
  - B54. Manage billing practices in an ethical manner
- C19. Establish and maintain a process that promotes ethical decision-making
  - B55. Systematically identify the ethical and legal issues and conflicts that occur in professional practice
  - B56. Consult with peers to aid in ethical decision-making when needed
  - B57. Proactively address identified ethical issues

## Domain 6: Collaboration, Consultation, and Supervision

- C20. Work effectively within organizations and systems
  - B58. Recognize the organizational and systemic factors that affect delivery of psychological services
  - B59. Utilize knowledge of organizations and systems to optimize delivery of psychological services
- C21. Demonstrate interdisciplinary collaborations
  - B60. Collaborate with various professionals to meet client goals
- C22. Consult and collaborate within and across professions
  - B61. Tailor consultation requests and provision of information based on knowledge of others' professional needs and viewpoints
  - B62. Use evidence-based psychological theories, decision-making strategies, and interventions when consulting
  - B63. Continually evaluate, modify, and assess the effectiveness of consultation, considering all relevant variables
- C23. Evaluate service or program effectiveness across a variety of contexts
  - B64. Develop plans for evaluating service or program effectiveness
  - B65. Assess outcome effectiveness in an ongoing way
- C24. Ensure supervisee compliance with policies and procedures of the setting, the profession, and the jurisdiction
  - B66. Provide a supervision plan that details the supervisory relationship and the policies and procedures of supervision, including procedures to manage high-risk situations
  - B67. Identify responsibilities of supervisees towards clients, including informed consent and supervisory status
- C25. Monitor, evaluate, and accurately and sensitively communicate supervisee performance to the supervisee, the organization, and the jurisdiction as needed
  - B68. Regularly provide behaviorally anchored feedback about supervisee strengths and areas that need further development
  - B69. Assure that supervisees who are trainees practice within the scope of supervisor's competence and license
- C26. Create and maintain a supportive environment in which effective supervision occurs for trainees and other professionals being supervised
  - B70. Attend to the interpersonal process between supervisor and supervisees
  - B71. Monitor possible multiple roles or conflicts of interest, and work toward resolution, if needed