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 Part 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 Part 2 (the skills exam) in order to enhance the EPPP. 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) Part 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