



*Internship Training Program in Clinical and Counseling Psychology*

## **Profession-Wide Competencies**

Nine profession-wide competencies are required for all interns who graduate from programs accredited in health service psychology. The Howard University Counseling Service Doctoral Internship Program provides a range of training opportunities for interns to achieve the profession-wide competencies.

### **1. Profession-Wide Competency: Research**

#### **Elements associated with this competency:**

- Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level.

#### **Program-defined elements associated with this competency:**

- Demonstrate competency in the knowledge of counseling/psychotherapy theory
- Demonstrate knowledge of appropriate use of assessment devices.
- Demonstrate knowledge of theories of group counseling and psychotherapy
- Demonstrate theoretical/conceptual knowledge of consultation
- Demonstrate competency in the area of theories in clinical supervision
- Demonstrate the ability to deliver effective lectures
- Link diagnosis, theory, and intervention
- Demonstrate understanding of the theory and its application to each of the areas of practice (individual, group, assessment, and outreach)
- Recognize the importance of conducting and/or incorporating culture-centered research

#### **How Outcomes are Measured:**

- Participation in Research Seminar
- Case Conference Presentations
- Participation and presentation in Psychodynamic Seminar
- Supervision-discussion and observation
- Use of formal evaluations

#### **Minimum Levels of Achievement:**



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- **Trimester Evaluations:** The minimum thresholds of achievement for the first and second trimesters is a rating of 3 on the evaluation form which denotes a skill level adequate for intern in training. The minimum threshold for achievement by the end of the third trimester is a rating of 4 on the evaluation form with denotes a skill level adequate for entry level PH.D. / Psy.D
- **Semi-Annual Evaluations:** The minimum level of overall competency at mid-year is 3-adequate for intern in training. The minimum level of overall competency at the end of the year is 4-adequate for entry-level Ph.D./Psy.D.

## 2. Profession-Wide Competency: Ethical and Legal Standards

### **Elements associated with this competency:**

- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - Relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.

Conduct self in an ethical manner in all professional activities.

### **Program-defined elements associated with this competency:**

- Demonstrate knowledge of the laws that apply to psychologists in the respective jurisdictions.
- Demonstrate sensitivity and responsibility for handling ethical issues in accordance with the ethical standards of psychologists
- Demonstrates knowledge of her/his own limits and is able to determine when a client's needs exceed her/his capabilities and seek consultation
- Demonstrate ability to maintain appropriate client-therapist relationships
- Demonstrate ability to maintain appropriate supervisee-supervisor relationships
- Demonstrate ability to maintain appropriate instructor-student relationships

### **How Outcomes are Measured:**



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- Discussion of cases, outreach activities, microcounseling lab, research activities in supervision
- Use of formal evaluations

#### **Minimum Levels of Achievement:**

- **Trimester Evaluations:** The minimum thresholds of achievement for the first and second trimesters is a rating of 3 on the evaluation form which denotes a skill level adequate for intern in training. The minimum threshold for achievement by the end of the third trimester is a rating of 4 on the evaluation form with denotes a skill level adequate for entry level PH.D. / Psy.D
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### 3. Profession-Wide Competency: Individual and Cultural Diversity

#### **Elements associated with this competency:**

- An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.
- The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

#### **Program-defined elements associated with this competency:**

- Self-awareness of own personal biases
- Awareness of potential for detrimental effects of biases on perceptions of individuals who are different in race, ethnicity, and other areas of diversity



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- Attentiveness to interactions that may be influenced by these biases or misconceptions.
- Demonstration of recognition of the importance for knowledge and understanding of ethnic and racial difference
- Demonstration of recognition of the importance of appropriate sensitivity in response
- Demonstration of use of appropriate clinical skills that reflect the influence of knowledge in the area of multiculturalism and diversity (this is to be applied to both individual and group interactions)

#### **How Outcomes are Measured:**

- Discussion of cases, outreach activities, microcounseling lab, research activities in supervision
- Demonstration of decreased anxiety around such differences that is identifiable to both supervisor and intern
- Demonstration of increased ability to find identification with the “other”
- Intern self-assessment on Cross-Cultural Pretest/Posttest
- Use of formal evaluations

#### **Minimum Levels of Achievement:**

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## 4. Profession-Wide Competency: Professional Values and Attitudes

#### **Elements associated with this competency:**

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others



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- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Actively seek and demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

**Program-defined elements associated with this competency:**

- Intern reports to work appropriately attired
- Intern is punctual for meetings and appointments
- Intern is well prepared and appropriately active in training meetings and seminars
- Intern demonstrates ability to work effectively with others
- Intern is appropriately involved in professional development

**In supervision sessions, intern demonstrates...**

- Appropriate preparation
- Personal responsibility for learning
- Openness to feedback/suggestions
- Ability to make accurate assessments of client's progress
- Ability to apply learning to practice
- Willingness to self-disclose and/or explore a personal issue which affects the counseling or psychotherapy process
- Appropriate self-reliance
- Appropriate assertiveness with supervisor

**How Outcomes are Measured:**

- Discussion of cases, outreach activities, microcounseling lab, research activities in supervision
- Observation of intern's professional activities (e.g., therapy, assessment, outreach, etc.)
- Observation and collegial discussion in administrative supervision
- Use of formal evaluations

**Minimum Levels of Achievement:**

- Trimester Evaluations: The minimum thresholds of achievement for the first and second trimesters is a rating of 3 on the evaluation form which denotes a skill level adequate for



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intern in training. The minimum threshold for achievement by the end of the third trimester is a rating of 4 on the evaluation form with denotes a skill level adequate for entry level PH.D. / Psy.D

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## 5. Profession-Wide Competency: Communication and Interpersonal Skills

### **Elements associated with this competency:**

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

### **Program-defined elements associated with this competency:**

- Demonstrate competencies in establishing a working therapeutic alliance with client
- Demonstrate competencies in establishing a teaching relationship with students
- Demonstrate awareness and understanding of his/her own personal issues and biases that may interfere with the therapeutic process
- Demonstrate ability to make appropriate interventions
- Demonstrate interpersonal skills in client contacts
- Demonstrate understanding of factors associated with race, ethnicity, age, religion gender, sexual orientation, and physical disability
- Demonstrates adequate and appropriate awareness and understanding of UCS procedures
- Demonstrates a capacity for working with other staff members and trainees.
- Has the capacity for engaging in honest and constructive feedback
- Willingness to offer constructive criticism of program and staff



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- Follows appropriate procedures in record-keeping, data management, client contact, and staff interactions
- Willingness to engage in reflective discussions about professional development and identity-related issues
- Willingness to engage in collegial dialogue about clinical issues
- Engages in appropriate self-disclosure, sharing own adequacies and inadequacies
- Is willing to examine supervisor-trainee relationship
- Works toward conflict resolution between self and supervisor in constructive ways

#### **How Outcomes are Measured:**

- Discussion of cases, outreach activities, microcounseling lab, research activities in supervision
- Observation of intern's professional activities (e.g., therapy, assessment, outreach, etc.)
- Observation and collegial discussion in administrative supervision
- Use of formal evaluations

#### **Minimum Levels of Achievement:**

- Trimester Evaluations: The minimum thresholds of achievement for the first and second trimesters is a rating of 3 on the evaluation form which denotes a skill level adequate for intern in training. The minimum threshold for achievement by the end of the third trimester is a rating of 4 on the evaluation form with denotes a skill level adequate for entry level PH.D. / Psy.D
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## 6. Profession-Wide Competency: Assessment

#### **Elements associated with this competency:**

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).



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- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

**Program-defined elements associated with this competency:**

- Demonstrates knowledge of formal assessment
- Demonstrates knowledge of appropriate use of assessment devices
- Demonstrate ability to collect and integrate relevant test data
- Demonstrate ability to articulate diagnostic impressions, formulations, and hypotheses
- Demonstrates ability to adequately conceptualize testing case
- Demonstrates ability to complete testing in a timely manner
- Demonstration of use of appropriate clinical skills that reflect the influence of knowledge in the area of multiculturalism and diversity (this is to be applied to both individual and group interactions)

**How Outcomes are Measured:**

- Discussion of cases during assessment supervision and case conference at court
- Review of content of written reports
- Use of formal evaluation

**Minimum Levels of Achievement:**

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## 7. Profession-Wide Competency: Intervention

### **Elements associated with this competency:**

- Establish and maintain effective relationships with the recipients of psychological services.
- Develop evidence-based intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.
- Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.

### **Program-defined elements associated with this competency:**

- Demonstrate competency in the knowledge of counseling/psychotherapy theory
- Be able to link diagnosis, theory, and intervention
- Be able to formulate relevant short-term and long-term goals and objectives for therapy
- Demonstrate competencies in establishing a working therapeutic alliance with client
- Demonstrate sensitivity to client concerns
- Demonstrate awareness and understanding of the therapeutic process
- Demonstrate awareness and understanding of his/her own personal issues and biases that may interfere with the therapeutic process
- Demonstrate ability to make appropriate interventions
- Demonstrate interpersonal skills in client contacts



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- Demonstrate understanding of factors associated with race, ethnicity, age, religion, gender, sexual orientation, and physical disability.
- Demonstrate competency in crisis intervention
- Demonstrate ability to make accurate assessments of client progress
- Demonstrate knowledge of when and how to terminate clinical work with a client
- Maintain appropriate records
- Use of self-disclosure
- Demonstrates accurate empathy
- Demonstrates flexibility in intervention and/or style
- Awareness and understanding of process and interaction factors among group members
- Awareness and understanding of impact of one's own emotional self on the group
- Correspondence between conceptual framework employed and behavior with the group
- Knowledge of how to end a group
- Serves as appropriate role model for group members
- Makes effective use of group process interventions
- Functions as a leader and/or facilitator of the group
- Collaborates with co-leader effectively to facilitate group
- Contributes to overall function of the group
- Demonstration of use of appropriate clinical skills that reflect the influence of knowledge in the area of multiculturalism and diversity (this is to be applied to both individual and group interactions)

**How Outcomes are Measured:**

- Discussion and/or observation of cases in supervision, case conference, and intake conference
- Discussion and observation of intervention with inpatient population at HUH
- Observation during crisis intervention
- Use of formal evaluations

**Minimum Levels of Achievement:**

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## 8. Profession-Wide Competency: Supervision

### **Elements associated with this competency:**

- Apply supervision knowledge in direct or simulated practice with psychology trainees, or other health professionals. Examples of direct or simulated practice examples of supervision include, but are not limited to, role-played supervision with others, and peer supervision with other trainees.

### **Program-defined elements associated with this competency:**

- Demonstrate competency in the knowledge of counseling /psychotherapy theory
- Link diagnosis, theory, and intervention
- Be able to formulate relevant short-term and long-term goals and objectives for supervision
- Demonstrate competencies in establishing a working supervisory relationship with trainees (i.e., practicum students)
- Demonstrate sensitivity to trainee concerns
- Demonstrate awareness and understanding of the supervisory process
- Demonstrate awareness and understanding of his/her own personal issues and biases that may interfere with supervisory process
- Demonstrate ability to make appropriate interventions and interpretations
- Demonstrate interpersonal skills in trainee contacts
- Demonstrate understanding of factors associated with race, ethnicity, age, religion, gender, sexual orientation, and physical disability
- Demonstrate competency in crisis intervention
- Demonstrate ability to make accurate assessment of trainee progress
- Use of self-disclosure
- Demonstrates accurate empathy



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- Demonstrates flexibility in supervisory interventions and/or style
- Supervision sessions with assigned practicum student
- Providing feedback to microcounseling students on their implementation of counseling skills during role plays
- Participation in supervision of supervision

**How Outcomes are Measured:**

- Supervision of supervision in a group setting
- Microcounseling supervision
- Evaluations by practicum supervisee
- Formal evaluations

**Minimum Levels of Achievement:**

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## 9. Profession-Wide Competency: Consultation and Interprofessional/ Interdisciplinary Skills

**Elements associated with this competency:**

- Demonstrate knowledge and respect for the roles and perspectives of other professions.
- Apply this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

**Program-defined elements associated with this competency:**

- Demonstrate theoretical/conceptual knowledge of consultation



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- Demonstrate theoretical/conceptual knowledge of program development
- Be able to formulate relevant goals and objectives for consultation/outreach programs
- Demonstrate acquisition of effective delivery skills in consultative work
- Demonstrate competency in workshop delivery skills
- Demonstrate ability to serve as a representative to the campus community.
- Demonstrate flexibility
- Demonstrate genuineness and commitment in making presentations
- Demonstrate appropriate self-reliance
- Demonstration of use of appropriate clinical skills that reflect the influence of knowledge in the area of multiculturalism and diversity (this is to be applied to both individual and group interactions)
- Demonstrates ability to collect and integrate relevant test data (from collateral sources)
- Demonstrates ability to work effectively with others
- Demonstrates understanding of inpatient diagnostic and treatment process
- Demonstrates ability to work as a member of a multidisciplinary team
- Demonstrates good patient interviewing skills
- Provides appropriate psychological consultations

**How Outcomes are Measured:**

- Evaluations from outreach participants
- Review of content of assessment reports
- Discussion and observation of intervention with inpatient population at HUH and participation in multidisciplinary treatment team at HUH
- Discussion and/or observation of outreach and consultation activities during outreach supervision
- Discussion and/or observation of cases during inpatient/hospital rotation supervision, assessment/court rotation supervision
- Use of formal evaluations

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