

CORE COMPETENCY PERFORMANCE CRITERIA

In order to make formative and summative evaluations of the student's performance, the following criteria are offered as guidelines for estimating the level and quality of performance. These criteria are adapted from the six core competencies established by the National Council of Schools of Professional Psychology. They are not exhaustive criteria but generally frame the scope of evaluation. The examiners will, therefore, need to be clear on aspects that apply and whether the work sample is sufficiently inclusive of most, if not all, of these core elements of competency.

1. Relationship competency is reflected in the student's capacity to develop and maintain a constructive working alliance with clients and to make appropriate adjustments for issues of age, sex, gender, cultural diversity, and physical challenges.
2. Assessment competency is reflected in an ongoing interactive and inclusive process that served to describe, conceptualize, characterize, and predict relevant aspects of the client(s).
3. Intervention competency is reflected in activities that promoted, restored, sustained, or enhanced positive functioning and a sense of well-being in the client(s), using preventive, developmental, or remedial services.
4. Research and evaluation competency is reflected in a systemic mode of inquiry which utilizes literature and experience and results in problem identification, as well as the acquisition, organization, and interpretation of psychologically relevant information about the client(s) and the condition of the client(s).
5. Utilization of consultation as a technique or resource is evident in collaborative interaction that is an explicit intervention process based on principles and procedures found within psychology and related disciplines in which the professional psychologist does not have direct control of the actual change process.
6. Education as a technique or resource is used to direct the client(s) or is sought on the part of the student to facilitate growth of knowledge, skills, and attitudes as mutual learners.
7. Management competence is evidenced by those activities that direct, organize, or control the services that the student offers or renders to the client(s).
8. The trainee uses models or experiences in supervision as a form of management, blended with teaching in the context of a relationship, directed toward the enhancement of the competence of the supervisee.