

Table 2: Profession-Wide Competencies Template:

Complete the table for each of the profession-wide competencies (see [IR C-8 I](#)). Consortium programs should note the site at which activities occur and which interns receive this training (*i.e., interns at that specific site or interns in the consortia as a whole*).

The program should also use this table as it prepares proximal data consistent with the requirements of Implementing Regulation (IR) C-16 I. Proximal data must be *collected* at the element level and *presented* at the competency level; distal data may be collected and presented at the competency level. IR C-16 I states that, “Accredited programs are required to operationalize competencies in terms of multiple elements. At a minimum, those elements must reflect the content description of each PWC defined in IR C-8 I, including the bulleted content, and must be consistent with the program aim(s).” The table below has been pre-populated with the required elements from IR C-8 I, and programs must ensure that multiple elements are listed in Table 2 and assessed for each competency.

Provide information below to illustrate how the program ensures that ALL interns can acquire and demonstrate substantial understanding of and competence in:		
Competency:	<i>(i) Research</i>	
Elements associated with this competency from IR C-8 I	<ul style="list-style-type: none"> • 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 (see table description above)	<ul style="list-style-type: none"> • Increase knowledge of the scientific and theoretical foundations of biological, cognitive, affective and social factors of human psychology. • Effectively evaluate the research literature for clinical scientific rigor and relevance to diverse populations and apply it to professional practice. 	
Required training/experiential activities to meet each element.	<ul style="list-style-type: none"> • Reading, analyzing and discussing assigned seminar readings in Trauma, Family Therapy and Early Childhood Seminars. • Research, read, analyze and apply additional research publications to tailor client treatment for specific disorders, cultures or circumstances. • Presentations to staff on their research, dissertation or doctoral projects. • Psychometric Properties: Guided research on the development, validity and reliability of the measures associated with the 2 EBP models in which interns will be trained/certified: YOQ, PTSD-RI and ECBI. • Outcome Measure Administration, Scoring and Reporting: The Interns will be guided through PTSD-RI data entry, scoring, report generation and interpretation. 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> • By the Mid-Term and Final Intern Evaluation Form: Section I: Research, pg. 2; questions 1-4. 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Intern Evaluations (both Mid and Final), located in both the Intern and Supervisor's Handbooks.
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	Intermediate to advanced knowledge & skills. Rating of 3.0 or higher on relevant sections of the Intern Evaluation Form, for Mid-Term and a rating of 4.0 or higher for Final Evaluations.	

Competency:	<i>(ii) Ethical and legal standards</i>		
Elements associated with this competency from IRC-8 I	<ul style="list-style-type: none"> • Be knowledgeable of and act in accordance with each of the following: <ul style="list-style-type: none"> ○ 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 (if applicable)	<ul style="list-style-type: none"> • Conducts self in accordance with ethical and professional standards. • Demonstrates awareness of California laws governing professional practice. • Intervenes in accordance with the laws and standards on HIPAA, child abuse reporting, etc. 		
Required training/experiential activities to meet elements	<ul style="list-style-type: none"> • In-service training on California laws and CII's process/procedure to report child abuse. • Discussion of ethical dilemmas in supervision and seminars. 		
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> How outcomes are measured: <ul style="list-style-type: none"> • Intern Evaluation Form: Section II. Ethical & Legal Standards; pg. 2; questions 1-8. </td> <td style="width: 50%;"> Evaluation tool and self-study location: <ul style="list-style-type: none"> • Intern Evaluations (both Mid and Final), located in both the Intern and Supervisor's Handbooks. </td> </tr> </table>	How outcomes are measured: <ul style="list-style-type: none"> • Intern Evaluation Form: Section II. Ethical & Legal Standards; pg. 2; questions 1-8. 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Intern Evaluations (both Mid and Final), located in both the Intern and Supervisor's Handbooks.
How outcomes are measured: <ul style="list-style-type: none"> • Intern Evaluation Form: Section II. Ethical & Legal Standards; pg. 2; questions 1-8. 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Intern Evaluations (both Mid and Final), located in both the Intern and Supervisor's Handbooks. 		
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	Intermediate to advanced knowledge & skills. Rating of 3.0 or higher on relevant sections of the Intern Evaluation Form, for Mid-Term and a rating of 4.0 or higher for Final Evaluations.		

Table 2 (Internship); Standard II.A

Competency:	<i>(iii) Individual and cultural diversity</i>	
Elements associated with this competency from IR C-8 I	<ul style="list-style-type: none"> • 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. • Demonstrate the ability to independently apply their knowledge and approach in working effectively with the range of diverse individuals and groups encountered during internship. 	
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • Display sensitivity to the cultural, racial, ethnic, religious, gender, sexual orientation, disability and class factors of the client population at CII. • Demonstrate ability to use a variety of interventions effective with diverse clients. 	
Required training/experiential activities to meet elements	<ul style="list-style-type: none"> • Attend CII sponsored “Diversity & Culture” Training. • Through didactic seminars, readings, experiential exercise, discussion, clinical experience with clients of diverse backgrounds, interns are expected to develop competencies with regard to diversity and multicultural issues. 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> • By the Mid-Term and Final Intern Evaluation Form: Section III: Individual and Cultural Diversity, pg. 3, questions 1-12. 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Intern Evaluations (both Mid and Final), located in both the Intern and Supervisor’s Handbooks.
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	Intermediate to advanced knowledge & skills. Rating of 3.0 or higher on relevant sections of the Intern Evaluation Form, for Mid-Term and a rating of 4.0 or higher for Final Evaluations.	

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Competency:	<i>(iv) Professional values, attitudes, and behaviors</i>	
Elements associated with this competency from IR C-8 I	<ul style="list-style-type: none"> 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. 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 (if applicable)	<ul style="list-style-type: none"> Commitment to theoretical understanding, application of theory to practice and the development of technical competence in the practice of psychotherapy. Demonstrates progress in developing a professional identity and personal theoretical orientation. 	
Required training/experiential activities to meet elements	<ul style="list-style-type: none"> Actively participates in training and supervision and to be open to supervisory feedback. Demonstrates commitment to patient's welfare (advocacy efforts, making appropriate referrals and coordination of services). Can apply theory to practice and has developed independence in constructing interventions; shows self-evaluation, self-direction and self-motivation for professional growth. 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> Intern Evaluation: Section IV: Professional Values, Attitudes and Behavior, pg. 4-5, questions 1-22. 	Evaluation tool and self-study location: <ul style="list-style-type: none"> Intern Evaluations (both Mid and Final), located in both the Intern and Supervisor's Handbooks.
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	Intermediate to advanced knowledge & skills. Rating of 3.0 or higher on relevant sections of the Intern Evaluation Form, for Mid-Term and a rating of 4.0 or higher for Final Evaluations.	

Competency:	<i>(v) Communications and interpersonal skills</i>	
Elements associated with this competency from IR C-8 I	<ul style="list-style-type: none"> • 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 (if applicable)	<ul style="list-style-type: none"> • Interns will demonstrate effective interpersonal skills and the ability to manage difficult communication well. They will be provided the opportunity to engage with a wide range of individuals, i.e. clients, caregivers, staff clinicians, supervisors, and individuals working in the eco-systemic environment--- teachers, social workers, and probation officers, and will be evaluated on their ability to effectively manage those relationships. • They will also be evaluated on their oral, nonverbal and written communications, and their ability to produce timely, professional documentation of clinical services. 	
Required training/experiential activities to meet elements	<ul style="list-style-type: none"> • Clinical and multi-disciplinary experience with a diverse group of individuals, families, groups and community systems. • Supervisory guidance in completing clinical case documentation, which includes assessments, treatment plans, and case notes. • Supervisory guidance in writing reports, summaries and recommendations. 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	How outcomes are measured: <ul style="list-style-type: none"> • Intern Evaluation: Section V: Communication & Interpersonal Skills, pg. 5, questions 1-5. 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Intern Evaluations (both Mid and Final), located in both the Intern and Supervisor's Handbooks.
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	Intermediate to advanced knowledge & skills. Rating of 3.0 or higher on relevant sections of the Intern Evaluation Form, for Mid-Term and a rating of 4.0 or higher for Final Evaluations.	

Table 2 (Internship); Standard II.A

Competency:	<i>(vi) Assessment</i>	
Elements associated with this competency from IR C-8 I	<ul style="list-style-type: none"> • 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 (if applicable)	<ul style="list-style-type: none"> • Increase skills in assessment and diagnosis of individuals and families with a wide range of psychological problems. • Demonstrate knowledge of theory and research regarding assessment of psychological trauma in children. • Demonstrate knowledge of developmental assessment and diagnostic formulations with young children. 	
Required training/experiential activities to meet elements	<ul style="list-style-type: none"> • Readings, discussions and case conceptualizations in Trauma, Early Childhood and Family Systems Seminars. • Individual and group supervision case presentations. • Training on initial assessments (CAFA & ICARE), discharge assessments, differential diagnosis using the DSM V, age appropriate developmental assessments and other screening measures as appropriate. • Administering outcome measures on all Evidenced-Based Practices. 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Intern Evaluation: Section VI: Assessment, pg. 6, questions 1-12. 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Intern Evaluations (both Mid and Final), located in both the Intern and Supervisor's Handbooks.
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	Intermediate to advanced knowledge & skills. Rating of 3.0 or higher on relevant sections of the Intern Evaluation Form, for Mid-Term and a rating of 4.0 or higher for Final Evaluations.	

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Competency:	<i>(vii) Intervention</i>		
Elements associated with this competency from IR C-8 I	<ul style="list-style-type: none"> • 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 (if applicable)	<ul style="list-style-type: none"> • Demonstrate skills in treatment planning, engagement and interventions with children and families. • Demonstrate knowledge of family systems theory/models of intervention; provide family therapy. • Demonstrate knowledge of treatment of psychological trauma in children and families. • Demonstrate knowledge and skills in providing interventions to young children and in intervening in the caregiver/child relationship. 		
Required training/experiential activities to meet elements	<ul style="list-style-type: none"> • Training in the evidence-based treatment models of Trauma-Focused Cognitive Behavioral Therapy (TFCBT) and Parent-Child Interaction Therapy (PCIT). • Individual, group and family therapy utilizing evidenced-based practices. • Seminars in Trauma, Early Childhood and Family Therapy. • Individual and Evidenced Based Practice group supervision. 		
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<table border="1"> <tr> <td>How outcomes are measured: <ul style="list-style-type: none"> • Intern Evaluation: Section VII: Intervention, pg. 7, questions 1-13. </td> <td>Evaluation tool and self-study location: <ul style="list-style-type: none"> • Intern Evaluations (both Mid and Final), located in both the Intern and Supervisor's Handbooks. </td> </tr> </table>	How outcomes are measured: <ul style="list-style-type: none"> • Intern Evaluation: Section VII: Intervention, pg. 7, questions 1-13. 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Intern Evaluations (both Mid and Final), located in both the Intern and Supervisor's Handbooks.
How outcomes are measured: <ul style="list-style-type: none"> • Intern Evaluation: Section VII: Intervention, pg. 7, questions 1-13. 	Evaluation tool and self-study location: <ul style="list-style-type: none"> • Intern Evaluations (both Mid and Final), located in both the Intern and Supervisor's Handbooks. 		
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	Intermediate to advanced knowledge & skills. Rating of 3.0 or higher on relevant sections of the Intern Evaluation Form, for Mid-Term and a rating of 4.0 or higher for Final Evaluations.		
Competency:	<i>(viii) Supervision</i>		

Table 2 (Internship); Standard II.A

<p>Elements associated with this competency from IR C-8 I</p>	<ul style="list-style-type: none"> • 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. 	
<p>Program-defined elements associated with this competency</p>	<ul style="list-style-type: none"> • Interns demonstrate knowledge of supervision theory and application of theory to practice. • Interns will be taught and participate in Reflective Supervision. 	
<p>Required training/experiential activities to meet elements</p>	<ul style="list-style-type: none"> • Literature on supervision is included in the Internship Handbook, to be discussed in group supervision. • Interns will participate in an annual “Clinical Supervision Workshop” offered to all licensed staff therapists who supervise. • Interns will provide peer supervision on a rotating basis in group supervision beginning in 2018. • Interns will supervise Social Work Interns or Counseling Trainees and Psychology doctoral practicum students, beginning in 2019. 	
<p>How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.</p>	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Intern Evaluation: Section XIII: Supervision, pg. 8, questions 1-11. And “Supervision Skills Feedback Form” after each supervisory session. 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Intern Evaluations (both Mid and Final), located in both the Intern and Supervisor’s Handbooks.
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<p>Intermediate to advanced knowledge & skills. Rating of 3.0 or higher on relevant sections of the Intern Evaluation Form, for Mid-Term and a rating of 4.0 or higher for Final Evaluations.</p>	

Table 2 (Internship); Standard II.A

Competency:	<i>(ix) Consultation and inter-professional/interdisciplinary skills</i>	
Elements associated with this competency from IR C-8 I	<ul style="list-style-type: none"> • 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, inter-professional groups, or systems related to health and behavior. 	
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> • Demonstrates theoretical knowledge of consultation and professional collaboration models (multi-systems, multidisciplinary and eco-systemic models.) • Demonstrates ability to use community resources, coordinate services with other providers, and manage systemic issues. 	
Required training/experiential activities to meet elements	<ul style="list-style-type: none"> • Consultation with school faculty, Child Social Workers, and Probation Officers regarding client's functional impairment, behavior and involvement in systems. • Consultation with Medical Doctors and Psychiatrists regarding health impairments and prescribed medication. • Consultation with Early Head Start teachers for early childhood mental health issues and classroom management for birth to 5 populations. • Consultation with supervisors, staff therapists, group co-facilitators, family therapists, interns and care-coordinators in Treatment Team Meetings to coordinate services, which may include others as needed; e.g. Child Social Workers or Probation Officers. • Attend Individual Education Plans (IEPs) and advocate for child client's educational needs. • Incorporates community resources and referrals in treatment planning and termination. 	
How outcomes are measured for each training/experiential activity listed above. List where in the self-study all associated evaluation tools are located.	<p>How outcomes are measured:</p> <ul style="list-style-type: none"> • Intern Evaluation: Section IX: Consultation and Inter-professional/Interdisciplinary Skills, pg. 9, questions 1-4. 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> • Intern Evaluations (both Mid and Final), located in both the Intern and Supervisor's Handbooks.
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	Intermediate to advanced knowledge & skills. Rating of 3.0 or higher on relevant sections of the Intern Evaluation Form, for Mid-Term and a rating of 4.0 or higher for Final Evaluations.	