Functional Competencies

Assessment–Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

Developmental Level

A. Measurement and Psychometrics

Readiness for Practicum	Readiness for Internship	Readiness for Entry to Practice
Essential Component:	Essential Component:	Essential Component:
Basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing	Selects assessment measures with attention to issues of reliability and validity	Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families and groups and context
Behavioral Anchor: • Demonstrates awareness of the benefits of standardized assessment • Demonstrates knowledge of the construct(s) being assessed • Evidences understanding of basic psychometric constructs such as validity, reliability, and test construction	Behavioral Anchor: • Identifies appropriate assessment measures for cases seen at practice site • Routinely consults with supervisor regarding selection of assessment measures	Behavioral Anchor: • Demonstrates awareness and competent use of culturally sensitive instruments, norms • Seeks consultation as needed to guide assessment • Demonstrates limitations of assessment data clearly reflected in assessment reports

B. Evaluation Methods

Readiness for Practicum	Readiness for Internship	Readiness for Entry to Practice
Essential Component:	Essential Component:	Essential Component:
Basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam	Awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances	Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning
Behavioral Anchor: • Accurately and consistently administers and scores various assessment tools in non-clinical (e.g. course) contexts • Demonstrates knowledge of initial interviewing (both structured and semi-structured interviews, mini-mental status exam)	Behavioral Anchor: • Demonstrates intermediate level ability to accurately and consistently select, administer, score and interpret assessment tools with client populations • Collects accurate and relevant data from structured and semi-structured interviews and mini-mental status exams	Behavioral Anchor: • Accurately and consistently selects, administers, and scores and interprets assessment tools with clinical populations • Selection of assessment tools reflects a flexible approach to answering the diagnostic questions • Comprehensive reports include discussion of strengths and limitations of assessment measures as appropriate • Interview and report leads to formulation of a diagnosis and the development of appropriate treatment plan

C. Application of Methods

Readiness for Practicum	Readiness for Internship	Readiness for Entry to Practice
Essential Component:	Essential Component:	Essential Component:
Knowledge of measurement across domains of functioning and practice settings	Selects appropriate assessment measures to answer diagnostic question	Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice
Behavioral Anchor: • Demonstrates awareness of need to base diagnosis and assessment on multiple sources of information • Demonstrates awareness of need for selection of assessment measures appropriate to population/ problem	Behavioral Anchor: • Selects assessment tools that reflect awareness of patient population served at a given practice site • Regularly selects and uses appropriate methods of evaluation • Demonstrates ability to adapt environment and materials according to client needs (e.g., lighting, privacy, ambient noise)	Behavioral Anchor: • Independently selects assessment tools that reflect awareness of client population served at practice site • Interprets assessment results accurately taking into account limitations of the evaluation method • Provides meaningful, understandable and useful feedback that is responsive to client need

D. Diagnosis

Readiness for Practicum	Readiness for Internship	Readiness for Entry to Practice
Essential Component:	Essential Component:	Essential Component:
Basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity

Behavioral Anchor: • Identifies DSM criteria • Describes normal development consistent with broad area of training	Behavioral Anchor: • Articulates relevant developmental features and clinical symptoms as applied to presenting question • Demonstrates ability to identify problem areas and to use concepts of differential diagnosis	Behavioral Anchor: • Treatment plans incorporate relevant developmental features and clinical symptoms as applied to presenting problem • Demonstrates awareness DSM and relation to ICD codes • Regularly and independently identifies problem areas and makes a diagnosis
	E. Conceptualization and Recommendations	
Readiness for Practicum Essential Component: Basic knowledge of formulating diagnosis and case conceptualization Behavioral Anchor: • Demonstrates the ability to discuss diagnostic formulation and case conceptualization • Prepares basic reports which articulate theoretical material	Readiness for Internship Essential Component: Utilizes systematic approaches of gathering data to inform clinical decision-making Behavioral Anchor: • Presents cases and reports demonstrating how diagnosis is based on case material	Readiness for Entry to Practice Essential Component: Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment Behavioral Anchor: • Independently prepares reports based on • Administers, scores and interprets test results • Formulates case conceptualizations incorporating theory and case material
	F. Communication of Findings	
Readiness for Practicum Essential Component: Awareness of models of report writing and progress notes Behavioral Anchor: • Demonstrates this knowledge including content and organization of test reports, mental status examinations, interviews	Readiness for Internship Essential Component: Writes assessment reports and progress notes Behavioral Anchor: • Writes a basic psychological report • Demonstrates ability to communicate basic findings verbally • Reports reflect data that has been collected via interview	Readiness for Entry to Practice Essential Component: Communication of results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner Behavioral Anchor: • Writes an effective comprehensive report • Effectively communicates results verbally • Reports reflect data that has been collected via interview and its limitations

Please, note, that the above benchmarks are undergoing another set of revisions with specific benchmarks still in process. A review of those proposed changes, however, suggest that the competencies remain very much the same in content with the changes being made to the groupings of functional and foundational competencies.

Per Fouad, March 2011, the 7 foundational competencies were sorted into three clusters, labeled Professionalism, Science, and Relationships. The 8 functional competencies were sorted into 4 groups: Application, Research/Evaluation, Education, and Systems. One foundational competency, Interdisciplinary Systems, was moved into the functional category labeled Systems, and combined with Management-Administration and Advocacy (Fouad, N.A., Grus, C. L. Hatcher, R.L 2009). The goal of the proposed changes was to respond to critics of the current model and to improve its utility.