



The Practicum Competencies Assessment Measure (PCAM) Version 1.0

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Table of Contents

Overview	1
Competency Domain 1 Diagnostic and Clinical Interviewing	3
Competency Domain 2 Assessment Interviewing	6
Competency Domain 3 Risk Assessment	8
Competency Domain 4 Case conceptualisation	10
Competency Domain 5 Intervention	12
Competency Domain 6 Individual and Cultural Diversity	16
Competency Domain 7 Psychological Testing	20
Competency Domain 8 Relational and Communication	22
Competency Domain 9 Professionalism	24
Competency Domain 10 Ethical Practice	27
Competency Domain 11 Scientist Practitioner	30
Competency Domain 12 Reflective Practitioner	32
Competency Domain 13 Interprofessional Learning and Practice	35

Online Master of Professional Psychology Practicum Competency Assessment Tool

This document provides an overview of the online Practicum Competencies Assessment Measure (PCAM).

The PCAM is an assessment tool that uses a categorical scale for supervisors to evaluate competence levels of Master of Professional Psychology trainees across 12 domains which includes.

1. Diagnostic and Clinical Interviewing*
2. Assessment Interviewing*
3. Risk Assessment^
4. Case Conceptualisation
5. Intervention^
6. Individual and Cultural Diversity
7. Psychological Testing^
8. Relational and Communication
9. Professionalism
10. Ethical Practice
11. Scientist Practitioner
12. Reflective Practitioner
13. Interprofessional Learning and Practice ^

* Supervisors select one out of the two domains to be assessed

^ Optional domains

The PCAM is only available as an online assessment tool which is hosted on the Engageable platform. The system:

- Enables online storage of all trainee placement review reports which are accessible by authorised education institution staff
- Removes the need for handling of paper assessment forms
- Generates automated PDF versions of placement reports which are electronically signed by placement supervisors
- Allows comparison of trainee Mid and End Placement supervisor ratings on the one report
- Includes system administrative support
- Allows cross-benchmarking of institution placement assessment processes

Partner institutions using the online assessment tool convene multiple times each year to discuss matters associated with trainee competency ratings, ensure appropriate benchmarking of assessment practices and decide on further system upgrades.

Engageable Australia Pty Ltd (Engageable)

The PCAM is hosted by Engageable which is an Australian secure cloud-based platform that integrates participant engagement technology and quality gathering tools. It is offered by the Australian-based company Engageable Australia Pty Ltd.

Engageable uses some of the most advanced technology for Internet security that is commercially available today. All communications with Engageable servers are sent over SSL/TLS connections and the company uses state-of-the-art data centres based in Sydney Australia to safeguard data in facilities that are protected by industry-leading physical security and compliant with a comprehensive portfolio of standards and regulations.

The Security Statement, Terms of Service and Privacy Statement for Engageable can be found on their [website](#).

Subscription Arrangements

Subscription to the PCAM is on an annual basis and the typical cycle goes from 1st July to 30th June the next year.

The consortium of subscribing education institutions is led by Prof Craig Gonsalvez (c.gonsalvez@westernsydney.edu.au) from Western Sydney University and coordinated by Dr Chien Hoong Gooi (c.gooi@unsw.edu.au) from UNSW School of Psychology.

Subscription funds from all participating education institutions are collated at UNSW and funds are used to pay for the hosting and system development costs provided by administrative support staff and Engageable Australia Pty Ltd.

Subscription Cost

The subscription cost as of 1 July 2024 for new institutions is AUD1200 + GST per Master of Professional Psychology program per subscription cycle (1 July to 30 June the following year).

For programs starting a new subscription prior to the 1 July date, an additional half-year fee is payable. Subscription costs are reviewed each year.

Institutions with multiple Master of Professional Psychology programs across different campuses may require multiple subscriptions for data control and governance considerations. In these cases, it is best to discuss program setup and management with the PCAM team to determine the best solution forward.

Enquiries

For further information regarding the PCAM, please contact Prof Craig Gonsalvez (c.gonsalvez@westernsydney.edu.au).

For all matters relating to PCAM subscription and invoicing, please contact Dr Chien Hoong Gooi (c.gooi@unsw.edu.au).

Competency Domain 1

Diagnostic and Clinical Interviewing

What this rating includes:

Skill in conducting a systematic evaluation of multimodal clinical information for diagnostic purposes and using that information to make a diagnosis. The key difference between this competency and 'Assessment Interviewing' is the focus on DSM/ ICD diagnosis and MSE for this competency.

What this rating excludes:

Trainees at this level are not required to confirm complex diagnoses, diagnoses that may require longitudinal assessment or demonstrate specific assessment techniques that require additional professional development/training.

Sub competencies and suggested behavioural anchors

1a. Elicits essential and sufficient case history information for diagnostic assessment purposes.

- Uses an appropriate template or structured format that is fit for the diagnostic assessment.
- Obtains essential and sufficiently detailed information for the presenting problem to be understood within DSM-5 framework.
- Demonstrates ability to do this for key differential diagnoses.

1b. Elicits essential and sufficient information to complete MSE for diagnostic and differential diagnostic decisions.

- Makes correct inferences from MSE.
- Uses MSE to arrive at correct diagnoses and/or appropriate differential diagnoses suggestions when provided case scenarios/in actual trainee-client situations.

1c. Makes accurate diagnostic and differential diagnostic decisions appropriate for trainee's developmental stage.

- Uses diagnostic frameworks to make accurate diagnoses for simple and/or high-prevalence disorders.
- Integrates case history and MSE information to make appropriate judgments/diagnostic/ differential diagnostic considerations.

Competency Domain 1

Diagnostic and Clinical Interviewing

Sub competencies and suggested behavioural anchors

1d. Uses a range of interviewing techniques for diagnostic interviewing.

- Uses open- and closed-end questions, subjective reports, and behavioural tests to gain information required for decision making.

1e. Conducts assessment interview with level of skill and efficiency appropriate for trainee's developmental stage.

- Elicits and organises information in a timely fashion, appropriately structures/guides/contains direction and flow of interview.
- Efficiently switches techniques to elicit relevant diagnostic information from typical cases, conducts interview in an interpersonally sensitive manner.

Competency Domain 1

Diagnostic and Clinical Interviewing

Grade guidelines

Unsatisfactory (not competent): one or more of the following

- Lack of ability to complete an appropriate clinical interview to elicit information
- Unable to demonstrate interpersonal sensitivity or microskills.
- Struggle to complete an MSE, make appropriate diagnostic considerations or lack knowledge of a diagnostic framework.

Approaching competence (Mid rating: P-/End rating: A-)

- Basic interviewing skills that may appear more structured and rigid.
- Limited range of techniques and may be slower to elicit information.
- They may not be able to consistently provide all components of an MSE or use it to inform clinical decision making.
- They require close supervision and direction of what information to elicit and tests to use.

Adequate (competent) (Mid rating: P/End rating: A)

- Demonstrate an ability to elicit sufficient case history through appropriate and effective lines of questioning.
- They should be able to complete all areas of an MSE.
- Trainees should be able to utilise multiple sources of information including measures to inform their decision making around diagnostic considerations.

Advanced competence (Mid rating: P+/End rating: A+)

- Ability to elicit a thorough case history through appropriate, skilful and varied lines of questioning.
- Ability to fluently complete all areas of an MSE and present this in a succinct and articulate manner.
- Trainees should be able to utilise multiple sources of information including measures to inform their decision making around diagnostic considerations with increased independence and be able to provide a strong rationale for their decision making.
- Interviewing skills with better flow, be more efficient, and use a wider range of techniques/tools to elicit relevant information.

Competency Domain 2

Assessment Interviewing

What this rating includes:

Skill in conducting systematic assessment as relevant to that placement setting (e.g., needs assessment). The key difference between this competency and 'Diagnostic and Clinical Interviewing' is the focus on DSM/ ICD diagnosis and MSE for the 'Diagnostic and Clinical Interviewing' competency.

What this rating excludes:

Trainees are not expected to be able to demonstrate specific assessment techniques that require additional professional development/training. This rating also excludes competency to complete an MSE or arrive at accurate diagnoses.

Sub competencies and suggested behavioural anchors

2a. Elicits essential and sufficient information for placement-related assessment purposes.

- Uses an appropriate template or structured format that is fit for the assessment.
- Obtains essential and sufficiently detailed information for the presenting problem to be understood within the relevant approach/ framework.

2b. Ability to integrate and prioritise information from client/ other sources.

- Makes appropriate judgements based on assessment information.
- Able to describe and justify decision-making steps and processes.

2c. Ability to use a range of interviewing techniques relevant to assessment approach and objectives

- Uses open- and closed-end questions, subjective report and behavioural tests to gain information required for decision making.
- Efficiently switches techniques to elicit relevant information from typical cases.

2d. Conducts assessment interview with level of skill and efficiency appropriate for trainee's developmental stage.

- Leads direction of interview, gathers information in a timely fashion, and conducts interview in an interpersonally sensitive manner.

Competency Domain 2

Assessment Interviewing

Grade guidelines

Unsatisfactory (not competent): one or more of the following

- Lack of ability to complete an appropriate clinical interview to elicit information.
- Be unable to demonstrate interpersonal sensitivity or microskills.
- They may struggle to integrate supervisory guidance to complete assessments or understand the presenting problem.

Approaching competence (Mid rating: P-/End rating: A-)

- Basic interviewing skills that may appear more structured and rigid.
- Limited range of techniques and may be slower to elicit information.
- They may not be able to consistently provide all components of an MSE or use it to inform clinical decision making.
- They require close supervision and direction of what information to elicit and tests to use.

Adequate (competent) (Mid rating: P/End rating: A)

- Demonstrate an ability to elicit sufficient case history through appropriate and effective lines of questioning.
- They should be able to complete all areas of an MSE.
- Trainees should be able to utilise multiple sources of information including measures to inform their decision making around diagnostic considerations.

Advanced competence (Mid rating: P+/End rating: A+)

- Ability to elicit a thorough case history through appropriate, skillful and varied lines of questioning.
- Ability to fluently complete all areas of an MSE and present this in a succinct and articulate manner.
- Trainees should be able to utilise multiple sources of information including measures to inform their decision making around diagnostic considerations with increased independence and be able to provide a strong rationale for their decision making.
- Interviewing skills with better flow, be more efficient, and use a wider range of techniques/tools to elicit relevant information.

Competency Domain 3

Risk Assessment

What this rating includes:

- Active engagement in and appropriate knowledge of risk assessment relevant to the setting (e.g., suicide, child protection).
- Ability to obtain and integrate assessment information, to form judgements and take actions that are appropriate to the risk.
- To conduct assessments efficiently and in an interpersonally responsive manner.

What this rating excludes:

Trainees at this level are not expected to be able to independently assess and manage risk in complex presentations (e.g., clients with multiple morbidities or people who are not co-operative or are engaging in challenging behaviours).

Sub competencies and suggested behavioural anchors

3a. Knowledge of important predictors of risk

- Actively engages in risk assessment and asks difficult question (e.g., suicide and child protection) despite possible personal discomfort with content of discussion.
- Covers important predictors of risk.
- Can provide appropriate answers about risk-prediction.

3b. Ability to integrate information to arrive at acceptable appraisal of risk and to respond appropriately.

- Appropriately uses available templates that facilitate effective appraisals of risk-assessment.
- Ability to arrive at correct judgments when presented with case-scenarios.
- Can provide answers demonstrating effective risk-appraisal and risk-prediction appropriate to trainee's developmental stage. Takes action appropriate to the risk identified.

3c. Ability to conduct risk assessment in an efficient and interpersonally responsive manner

- Sequences and integrates information in a time-efficient manner.
- Acknowledges and validates client affect.
- Maintains or enhances trainee-client alliance during assessment process.

Competency Domain 3

Risk Assessment

Grade guidelines

Unsatisfactory (not competent): one or more of the following

- Lack of knowledge or attention to critical content areas of assessment and response to risk.
- Inadequate interpersonal engagement and support of the client during the assessment.
- Inadequate weighting of clinical information, formulation and/or response to risk information.
- Failure to integrate available supervision and clinical guidance.

Approaching competence (Mid rating: P-/End rating: A-)

- Demonstrates understanding of risk factors and formulation however may apply this inconsistently.
- Less flexible therapeutic style which may impact on rapport.

Adequate (competent) (Mid rating: P/End rating: A)

- Demonstrate basic knowledge and skill in relation to standard cases.
- Be able to reflect on and manage their responses to the content and to demonstrate willingness to extend their competencies across various types of risk.
- Placement settings will vary in the degree to which they expose trainees to clients with risk concerns and the specific risks involved, but at a minimum, trainees will need to demonstrate these competencies in detail to their supervisor.

Advanced competence (Mid rating: P+/End rating: A+)

- Reliably and consistently responds to risk with more complex presentations.
- Effective and efficient verbal and written communication about risk (e.g., case notes, reports, and to other professional).
- Assessments conducted with excellent therapeutic rapport, delivered in plain language and tailored to the client.

Competency Domain 4

Case Conceptualisation

What this rating includes:

- Knowledge of relevant psychological theories underpinning case conceptualisation
- Effective integration of information from multiple sources
- Effective skills to explain, corroborate and refine conceptualisation

What this rating excludes:

At this level trainees are not expected to be able to formulate complex presentations independently or to formulate using multiple therapeutic approaches

Sub competencies and suggested behavioural anchors

4a. Knowledge of relevant psychological theories underpinning case conceptualisation

- Draws upon different psychological theories to inform meaningful case conceptualisations.
- Can provide appropriate answers about conceptualisations, mechanisms, and principles.

4b. Effective integration of information from multiple sources

- Systematic Integration of information from multiple sources.
- Conceptualisation is coherent, meaningful for case, consistent with theory/template.
- Conceptualisation is sufficiently detailed to inform management plans.

4c. Effective skills to explain, corroborate and refine conceptualisation

- Clearly communicates case conceptualisation in interpersonally sensitive manner.
- Demonstrates a collaborative approach with client and others (e.g., professionals, family) to foster engagement and enhance uptake.

Competency Domain 4

Case Conceptualisation

Grade guidelines

Unsatisfactory (not competent): one or more of the following

- A formulation which is insufficiently comprehensive, integrated or detailed, which is inconsistent with theory, scientific evidence and/or that does not adequately incorporate the lived experience of the client (or other stakeholders where relevant).
- A formulation which does not sufficiently address case level factors and/or which is not sufficiently focused on the presenting concerns.
- Communication / presentation to formulation to stakeholders in a manner which is insufficiently sensitive, collaborative or respectful.

Approaching competence (Mid rating: P-/End rating: A-)

- Mostly demonstrates understanding of an appropriate formulation model however may systematically miss important factors (e.g., culture or strengths).
- Provides appropriate detail in formulation but needs assistance to draw links between the factors (e.g., how the sections of the formulation are linked to maintain the presenting issue).

Adequate (competent) (Mid rating: P/End rating: A)

- Demonstrate basic knowledge and skill in relation to standard cases.
- Participate in supervisor-guided formulation of more complex presentations.
- Systematic integration of information from multiple sources.
- Development of a coherent, meaningful and theoretically consistent formulation which is sufficiently detailed to support treatment planning.
- The trainee is expected to effectively and sensitively collaborate with the client and others in developing and communicating the formulation.

Advanced competence (Mid rating: P+/End rating: A+)

- Trainee effectively communicates formulation to clients in plain language.
- Trainee develops and effectively communicate formulations with more complex presentations and/or from a wider range of evidence-based theoretical models.
- Trainee independently and effectively links formulation to treatment planning with a wider range of more complex presentations.

Competency Domain 5

Intervention

What this rating includes:

Activities that promote, restore, sustain, or enhance cognitive functioning and a sense of well-being in individuals or groups of clients through preventative, developmental or remedial services and/or in the case of groups or organisations, restoring or enhancing group or organisational functioning.

1. Demonstrate knowledge of evidence-based therapies for individuals, couples, families, and groups.
2. Integrates assessment and other information into appropriate treatment plans.
3. Apply evidence-based practice in the understanding and management of psychological disorders, including across the age range and across modalities and in culturally responsive ways.
4. Implement appropriate, empirically supported interventions, and monitor progress and intervention outcomes.

What this rating excludes:

At this stage, trainees are not expected to utilise intervention techniques requiring additional training and are not expected to work with complex diagnostic cases or high risk clients. Additionally, it excludes the trainee's relationship or communication skills with clients (e.g., listening skills, ability to demonstrate empathy, develop and maintain a therapeutic alliance with clients) which should be rated under Relational and Communication.

Sub competencies and suggested behavioural anchors

5a. Knowledge of basic techniques and procedures of intervention.

- Understands the structure of intervention sessions and treatment plans, conducts literature reviews for intervention techniques, and understand the utility of treatment monitoring tools.

5b. Ability to select appropriate evidence-based intervention techniques for client/s.

- Collaboratively obtains client goals, develops appropriate treatment plans in accordance with the literature and client needs.
- Utilises assessment results to inform treatment, and provides rationale for implementation of intervention techniques.

Competency Domain 5

Intervention

Sub competencies and suggested behavioural anchors

5c. Efficiently uses a range of intervention techniques.

- Demonstrates ability to feedback assessment results and recommendations
- Collaboratively delivers case formulations.
- Provides adequate psychoeducation.
- Displays a range of skills-focused intervention techniques for a range of simple client presentations.
- Utilises different intervention methods including worksheets, exercises, role-plays, media etc.

5d. Delivers intervention with level of skill and efficiency appropriate to trainee's developmental stage.

- Obtains client consent for intervention techniques.
- Utilises session plans and agenda setting.
- Displays capacity for reflection on application of intervention and skill level and utilises session rating scales to monitor and adjust intervention approach.

Competency Domain 5

Intervention

Grade guidelines

Unsatisfactory (not competent): one or more of the following

- The trainee is engaging in unsafe intervention techniques which has resulted in the client experiencing distress.
- The trainee may be regularly utilising techniques out of their scope of practice.
- The trainee may display an unwillingness to engage in evidence-based intervention techniques.
- The trainee has a blatant disrespect for their ethical responsibilities towards the client regarding their intervention needs.

Approaching competence (Mid rating: P-/End rating: A-)

- The trainee displays the ability to apply intervention techniques at a basic level for their clients.
- Their ability to integrate information gained in clinical assessment into a treatment plan may be limited and impacts the application of techniques and client progress.
- They may utilise basic psychoeducation and skills-based techniques in an overly structured or rigid manner.
- They are restricted in their ability to tailor intervention techniques for the needs of their clients.
- Their confidence in reviewing the literature pertaining to psychological intervention may be limited which reflects in inconsistent application of evidence-based techniques.
- The trainee may not consistently obtain client consent for engagement in intervention techniques or may miss obvious issues requiring intervention.

Adequate (competent) (Mid rating: P/End rating: A)

- The trainee displays a sound foundation of knowledge and skills in psychological intervention.
- They may display a knowledge of core evidence-based therapies and are able to integrate assessment and other information into treatment planning in a basic but effective way.
- The trainee may demonstrate sound psychoeducation and the implementation of a range of skills-focused techniques.
- Additionally, they may attempt to utilise a range of therapeutic methods (e.g., worksheets, exercises, role-plays, videos etc.) but at times can rely too much on the use of worksheets.
- The trainee may make modest improvements with less complex client presentations, with more complex clients not making as much progress.
- The trainee can reflect adequately on their practice and selection of intervention techniques and adjust as necessary.
- At times, they may miss more subtle issues requiring intervention but is able to adequately address overt client issues and goals.

Advanced competence (Mid rating: P+/End rating: A+)

- The trainee displays a strong foundation of knowledge and skills in psychological intervention.
- They may display a knowledge of core evidence-based therapies, integrates assessment and other interventions into treatment planning in a sophisticated way to meet client needs.
- They demonstrate sound psychoeducation and the implementation of a range of more complex therapeutic skills including working with underlying beliefs or schemas not easily accessible by the client.
- Additionally, they may utilise a range of therapeutic methods and are not overly reliant on worksheets.
- The trainee makes significant improvements with most of their clients.
- The trainee may display autonomy regarding their selection of intervention techniques and treatment planning but requires supervision consultation for more complex clients and at times may miss subtle issues requiring intervention.

Competency Domain 6

Individual and Cultural Diversity

What this rating includes:

This competency considers knowledge, awareness, attitudes and values, relational and skills elements across professional practice tasks that build the foundations necessary for adapting practice to work competently and professionally with diverse clients. Elements of individual and cultural diversity are broadly defined, and may include: “cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status” (Fouad et al 2009)

There is overlap with other competency domains, however, this separate competency domain of working with Individual and Cultural diversity highlights behaviours that demonstrates the trainee’s developing ability to reflect on self and other, and adapt practice to be safe, relevant and useful for clients with diverse cultural and personal context, experiences and characteristics.

What this rating excludes:

Attitudes and skills assessed across other domains are relevant (i.e. professional and ethical practice, application of evidence-based assessment and intervention, responsive communication, self-awareness and reflective practice) however those competencies are not themselves a focus here, rather it is sensitivity and skills necessary across various aspects of professional practice, to consider diverse client experience and adapt elements of practice appropriately.

Sub competencies and suggested behavioural anchors

6a. Knowledge of important ways culture affects assessment and intervention

- Demonstrates awareness of how InCd factors may affect perceptions of psychological health, help-seeking, and service participation.
- Knowledge of common differences (identity, family, health, communication, body language) between cultures/minority groups commonly encountered in Australia.

Competency Domain 6

Individual and Cultural Diversity

Sub competencies and suggested behavioural anchors

6b. Incorporates InCd factors to appropriately inform and evaluate assessments, conceptualisation, and interventions

- Can correctly identify appropriate/inappropriate interventions.
- Demonstrate knowledge of non-dominant groups in society and social and structural determinants of mental health and how these can affect mental health and service participation.
- Provides rationales for techniques and strategies chosen with respect to individual and cultural diversity considerations.

6c. Self-awareness: Awareness of how one's individual and cultural identity affects practice and professional interactions

- Appropriately reflective of own background and identity, identifies potential ways in which these experiences might affect therapeutic work with clients.

6d. Use of appropriate culturally responsive communication when working with culturally and socially diverse clients

- Works and communicates effectively with all forms of diversity in clients, colleagues and relevant others, responding to different communication styles, as well as attitudes and values of others.

Competency Domain 6

Individual and Cultural Diversity

Grade guidelines

Unsatisfactory (not competent): one or more of the following

- Trainee performance is culturally unsafe, that is - it diminishes, demeans or disempowers cultural or individual identity of client, or stakeholders involved in client care.
- Trainee is unable to reflect and correct following supervision.
- The trainee may show resistance or persistent lack of openness to critical evaluation of diversity issues relating to their own practice.
- Trainee does not initiate reflective practice on this area of competency development.

Approaching competence (Mid rating: P-/End rating: A-)

- Trainee is building the foundation providing culturally safe care for diverse clients but this may at times be inconsistent and require finessing or feedback.
- Trainee is able to engage in reflection, training and feedback regarding culturally safe practice, including developing an openness to exploring their own dimensions of diversity, assumptions and biases and how these are relevant to and may impact on their practice with clients who are different from them.

Adequate (competent) (Mid rating: P/End rating: A)

At this stage of training the trainee is not expected to be competent in fully adapting their practice to work with many diverse, or complex and challenging presentations, however they are expected to be building the foundation for this, and to be able to provide culturally safe care for diverse clients. This includes:

- Embodying attitudes of client centred, collaborative and trauma informed care.
- Expanding their own cultural awareness, demonstrating an understanding of themselves and psychology as embedded in cultural context.
- An understanding that people's individual characteristics and cultural experiences differ and growing knowledge of how culture and context may shape behaviour (e.g. social and structural determinants of mental health, help-seeking, service access, common differences between cultures encountered in Australia).
- Consideration and application of this knowledge in their professional practice (e.g. case conceptualisation).
- Skills in responding to different communication styles, identifying appropriate or inappropriate assessments and interventions).
- Show an attitude of willingness to continue to learn about the values and experiences of others and to critically evaluate feedback and initiate supervision regarding diversity issues.

Advanced competence (Mid rating: P+/End rating: A+)

- Trainee identifies and appropriately adapts their work to consider relevant elements of a client's cultural context across aspects of client care including service engagement, assessment, formulation, treatment and referral.
- Trainee is able to provide culturally safe care for diverse clients, and has had opportunities to demonstrate this working with multiple diverse or complex and challenging presentations.
- Trainee is able to provide culturally competent care for diverse clients, and has had opportunities to demonstrate this working with some diverse presentations.
- Trainee consistently embody attitudes of client centred, collaborative and trauma informed care.
- They are actively reflective and show insight into their own dimensions of diversity, assumptions and biases and how these are relevant to and may impact on their practice with clients who are different from them.
- They are able to adapt their practice accordingly to work effectively with diverse clients.

Competency Domain 7

Psychological Testing

What this rating includes:

This domain includes a trainee's ability to accurately administer, score and interpret psychological tests used at the concerned placement (e.g., intelligence, memory, personality, psychopathology and other scales and inventories that measure symptom and symptom change).

What this rating excludes:

Competence in administering structured interviews for diagnosis (e.g., Structured Clinical Interview for Diagnosis [SCID] or Anxiety Disorders Interview Schedule [ADIS]) must be rated under 1. Diagnostic and Clinical Interviewing.

Sub competencies and suggested behavioural anchors

7a. Ability to correctly select appropriate tests for the

client/context on assessment and outcome measures and their psychometric properties. Articulates similarities and differences between available testing options.

- Provides rationale that indicates knowledge of psychometric principles and methods (e.g., reliability, validity, outliers, sensitivity, specificity, generalisability of tests).
- Correctly identifies and appropriately justifies options for specific cases or scenarios.

7b. Ability to correctly administer and score relevant psychometric and evaluation measures

- Correct administration and scoring.
- Correct scoring.

7c. Ability to correctly interpret and communicate test findings verbally and in writing

- Interprets scores in accordance with psychometric principles; meaningfully integrates results from several tests.
- Integrates testing information to inform, revise and test case formulation and intervention plan.
- Written reports: clear, concise, professional communication; appropriately crafted for user and purpose.
- Verbal communication: clear and professional delivery; collaborative approach; tone and pace appropriately customised to ensure client understands results and implications.

Competency Domain 7

Psychological Testing

Grade guidelines

Unsatisfactory (not competent): one or more of the following

- Incorrect administration, scoring, or interpretation that invalidates or seriously compromises the test.
- Serious inadequacies in understanding and/or applying key psychometric constructs such as z-scores, normality distributions, reliability or validity.
- Concerning pattern of ineffectual or problematic engagement with clients that results in test performance (problems should occur on more than one sub-test if applicable) that may not represent the client's ability.

Approaching competence (Mid rating: P-/End rating: A-)

- Several minor errors, inadequacies or inefficiencies that together result in an extended testing session or testing session that falls short of acceptable standards.

Adequate (competent) (Mid rating: P/End rating: A)

- Competence in correct administration and scoring of tests for reasonably cooperative clients under standard testing conditions.
- Ability to use manuals to compute, analyse and interpret scores correctly.

Advanced competence (Mid rating: P+/End rating: A+)

- Skilful engagement with challenging/uncooperative clients to ensure a valid and reliable outcome for testing.
- Ability to integrate results from several tests to conceptualise a client's profile of strengths and limitations.

Competency Domain 8

Relational and Communication

What this rating includes:

This domain includes the trainee's relationship skills with clients (e.g., listening skills, ability to demonstrate empathy, develop and maintain a therapeutic alliance with clients), supervisors and other professionals at the placement. Within this context and at this level, communication refers to the trainee's ability to clearly, concisely and effectively express through verbal and non-verbal means, information relevant to foster effective client care and participate as a member of a professional team.

What this rating excludes:

Timely completion of case notes and reports, punctuality, deportment and demeanour (e.g., grooming, attire) should be rated under Professionalism. Specific writing skills (e.g., psychological testing reports) should be rated in Psychological Testing. Communication skills with professionals external to placement (e.g., GPs, specialists) is important but not the focus of assessment within this item. Relational and communication issues related to individual and cultural diversity should be rated under Individual and cultural diversity.

Sub competencies and suggested behavioural anchors

8a. Understands and values the effectiveness of relationship factors in practice

- Demonstrates awareness of key findings in this area.
- Behaviour is consistent with valuing impact the of relationship factors.

8b. Recognises and discriminates between micro-counselling/ alliance techniques and their effects

- Correctly recognises and discriminates between types of counselling responses (paraphrase, validation responses, summarisation, etc).
- Provides examples of different micro-counselling techniques.

8c. Ability to gain a realistic appraisal of client affect and patterns of interpersonal responding

- Realistic appraisal of nature (e.g., sad/angry) and intensity of client affect and of patterns of interpersonal responding.
- Realistic appraisal of verbal and non-verbal behaviours

8d. Ability to establish and maintain a working alliance with non-challenging clients

- Appropriately uses counselling micro-skills with clients to develop and maintain a professional and effective working alliance.

Competency Domain 8

Relational and Communication

Grade guidelines

Unsatisfactory (not competent): one or more of the following

- Concerning pattern of lack of empathy or empathetic engagement with client during simulated/actual interactions.
- Pattern of unhelpful over-concern or over-involvement with clients suggestive of blurring of professional boundaries.
- Insufficient language skills to communicate with placement clients, or
- Inappropriate communication methods or styles (e.g., excessive information or rigidity, that obscure and confuse rather than clarify and simplify communication).
- Unhelpful or dysfunctional communication that has resulted in or have the potential to result in interpersonal issues with clients, supervisors or other students/staff .

Approaching competence (Mid rating: P-/End rating: A-)

- Variable and/or inconsistent performance resulting in sessions/periods when skills are acceptable and others when they need improvement

Adequate (competent) (Mid rating: P/End rating: A)

- The trainee reliably demonstrates competence at a basic level with reasonably cooperative clients.
- Less than competent performance in challenging situations (e.g., clients with severe or complex disorders or challenging personality styles) meets the criterion for competence at this developmental stage.

Advanced competence (Mid rating: P+/End rating: A+)

- Competent performance in challenging situations (e.g., clients with severe or complex disorders or challenging personality styles).
- Demonstrates basic competence fluently and efficiently (in a timely fashion).

Competency Domain 9

Professionalism

What this rating includes:

Understands professional standards and expectations, and respect professional values including integrity, honesty and personal responsibility. Communicates and conducts oneself in a professional manner with clients, professionals and others. Organised, disciplined and timely approach to case work. Effectively prioritises competing tasks. Demonstrates professionalism, responsibility and accountability in all areas of professional activity, including ethical conduct. Shows good preparation for and responsiveness to supervision. Demonstrates concern for the welfare of others including the profession, organisation and community.

What this rating excludes:

Relationship skills with clients (e.g., listening skills, ability to demonstrate empathy, develop and maintain a therapeutic alliance with clients), supervisors and other professionals at the placement should be rated under Relational and Communication.

Sub competencies and suggested behavioural anchors

9a. Timely commitment to one's responsibilities to client and organisations, reliable and accountable for own actions.

- Completes clinical documentation including case notes and reports and responds to client matters in a timely manner.
- Attends on time and well prepared for client appointments and supervision.
- Consistently meets deadlines set by organisation.
- Engages honestly and openly in supervision and follows through with supervisor's feedback and recommendations.
- Shows effective time management skills and prioritisation of tasks.

9b. Communicates and conducts oneself in a professional manner with clients, professionals, and others.

- Dresses in a professional and appropriate manner.
- Displays respectful behaviour, has a positive attitude, and is helpful to others.
- All clinical documents and correspondence are well-written with time and consideration taken.

9c. Understands professional standards and expectations, and respects professional values including integrity, honesty, and personal responsibility.

- Displays respect for the representation of the organisation and the profession. Acts honestly and ethically, taking responsibility for their actions.

Competency Domain 9

Professionalism

Grade guidelines

Unsatisfactory (not competent): one or more of the following

- The trainee is engaging in unprofessional behaviour which is detrimental to the clients, organisation, or profession.
- The trainee may be regularly missing appointments and not completing clinical documentation in a timely manner.
- They may act and communicate in a disrespectful way to clients, colleagues, or other health professionals.
- Their dress may be inappropriate and unprofessional with no attempt made to change when brought to their attention.
- The trainee may act in dishonest ways, make attempts to hide issues from supervisors, blame others for their mistakes, or sabotage the work of others.

Approaching competence (Mid rating: P-/End rating: A-)

- The trainee is largely engaging in professional behaviour.
- The trainee may mostly meet their client and supervision appointments but may show less competence at prioritising their workload to meet their clinical documentation deadlines or being prepared for supervision.
- They may be able to complete their case notes in a timely manner, but they may have trouble with timeliness of psychological reports.
- The trainee's behaviour and communication towards clients, colleagues, and other health professionals is respectful, with only minor issues being seen on occasions.
- During times of high stress or competing demands the trainee may show increased difficulties prioritising tasks, completing their workload, or may act in less professional ways towards their clients or colleagues.
- Their dress is appropriate for the workplace or when issues are raised with them, they may a concerted effort to change.
- They largely take responsibility for their actions but may find receiving feedback challenging at times and may be hesitant to discuss openly and honestly in supervision.

Competency Domain 9

Professionalism

Grade guidelines

Adequate (competent) (Mid rating: P/End rating: A)

- The trainee engages in professional behaviour consistently with clients, colleagues, and other health professionals.
- The trainee consistently meets their client and supervision appointments and their clinical documentation deadlines to a modest standard.
- During times of high stress or competing demands the trainee may show minor difficulties prioritising tasks, completing their workload to an adequate standard, or may act in less professional ways towards their clients or colleagues.
- Their dress is always appropriate for the workplace, and they take responsibility for their actions.
- They are open to feedback in supervision and only show minor challenges with implementing change.
- They may display consideration for the organisation and the profession and are able to reflect on their communication and behaviour in line with the ethical standards.

Advanced competence (Mid rating: P+/End rating: A+)

- The trainee engages in professional behaviour at all times with clients, colleagues, and other health professionals.
- The trainee consistently meets their client and supervision appointments and their clinical documentation deadlines to an excellent standard.
- During times of high stress or competing demands the trainee consistently acts with professionalism and ensures their conduct does not impact clients, colleagues, the organisation, or the profession in a negative way.
- Their dress is always appropriate for the workplace, and they take responsibility for their actions.
- They are open to feedback in supervision and can implement feedback meticulously.
- They display consideration for the organisation and the profession to a high degree and can reflect on their communication and behaviour in line with the ethical standards.

Competency Domain 10

Ethical Practice

What this rating includes:

Attitudes and values demonstrating respect towards and understanding of the rationale for ethical codes and professional practice standards. Familiarity with legal and professional matters. Conduct or behaviour consistent with the legal requirements and codes of conduct relevant to psychologists. Self-evaluation or assessment skills, including ability to identify basic ethical dilemmas and consult appropriately. The ability to use ethical reasoning and decision making and to take on supervisory feedback regarding ethical practice. The ability to apply ethical principles to ethical dilemmas under supervision.

What this rating excludes:

There is some overlap with this domain and other domains (mostly reflective practitioner and professionalism). Awareness and responsiveness to feedback regarding the limit of one's professional competence should be rated under Reflective Practitioner domain. Use the Professionalism domain to provide specific feedback on organisational and relational skills, and conduct that demonstrates accountability for the trainees actions and their ability to work collaboratively and effectively with colleagues across disciplines.

Sub competencies and suggested behavioural anchors

10a. Knowledge of and ability to apply ethical, legal, and professional standards

- Demonstrates knowledge of relevant Ethics codes and guidelines, common legal requirements governing practice.
- Can identify basic ethical and professional dilemmas when appropriate in a case.
- Can identify ethical issues raised in scenarios and provide appropriate recommendations.
- Uses ethical reasoning and decision-making models or frameworks when managing an ethical or professional dilemma.

10b. Behaviour is consistent with ethics codes and regulatory requirements

- Complies with ethical rules and guidelines.

10c. Shows respect for legal requirements, ethics codes and professional practice standards

- Demonstrates understanding of rationale for codes, consults appropriately when in doubt.
- Shows appropriate respect towards rules and guidelines.
- Trainee's reflections are consistent with ethical mindset including relevant attitudes and values.

Competency Domain 10

Ethical Practice

Grade guidelines

Unsatisfactory (not competent): one or more of the following

- Trainee demonstrates attitudes and values inconsistent with the standards of the profession and ethical mindset.
- They are unable to appropriately identify ethical dilemmas and/or to take on feedback regarding ethical practice.
- Trainee's practice does not comply with ethical codes and legal requirements governing professional psychology practice.
- There has been a major ethical breach, or a minor breach without self-awareness or appropriate reflection and correction following supervisor feedback.

Approaching competence (Mid rating: P-/End rating: A-)

- Trainee demonstrates attitudes and values consistent with an ethical mindset and the standards of the profession.
- Trainee is building their awareness of ethical dilemmas' and appropriate response and consultation.
- They are self-reflective and engaged in supervision regarding ethical practice.
- Trainee is becoming familiar with relevant ethical codes and guidelines and legal requirements governing professional psychology practice; and complies with these rules and guidelines under supervision and without major incident.
- Trainee is able to take on supervisory feedback regarding ethical practice.

Competency Domain 10

Ethical Practice

Grade guidelines

Adequate (competent) (Mid rating: P/End rating: A)

- Trainee is familiar with relevant ethical codes and guidelines and legal requirements governing professional psychology practice, and complies with these rules and guidelines under supervision.
- Trainee demonstrates attitudes and values consistent with an ethical mindset and the standards of the profession.
- Trainee is able to identify basic ethical and professional dilemmas and respond appropriately, particularly at this level of their training appropriate response would include consultation with a supervisor.
- Trainee is able to apply ethical decision making, take on supervisory feedback regarding ethical practice and apply ethical principles to ethical dilemmas under supervision.

Advanced competence (Mid rating: P+/End rating: A+)

- Trainee is familiar with relevant ethical codes and guidelines and legal requirements governing professional psychology practice, and complies with these rules and guidelines.
- Trainee demonstrates attitudes and values consistent with an ethical mindset and the standards of the profession.
- Trainee is able to identify nuanced ethical and professional dilemmas, and respond and consult appropriately.
- Trainee applies ethical reasoning and decision making to ethical dilemmas and can provide appropriate recommendations.
- Trainee actively engages in self-reflection and supervision regarding ethical practice and demonstrates self-awareness regarding their ethical and professional practice development.

Competency Domain 11

Scientist Practitioner

What this rating includes:

This domain includes a trainee's ability to demonstrate knowledge and behaviour consistent with the integration of clinical and scientific practice. Trainees should use evidence-based practices for intervention and assessment and demonstrate capacity to find and use key sources of evidence-based clinical literature relevant to the population they are working with (e.g. treatment guidelines). Skills in monitoring treatment progress and outcomes is rated under this domain.

What this rating excludes:

This competency focuses on the integration of scientific method and clinical practice. As such, demonstration of research skills without linkages to clinical practice are not relevant to this rating.

Sub competencies and suggested behavioural anchors

11a. Knowledge of evidence-based interventions relevant to placement

- Demonstrates knowledge of evidence-based practices.
- Trainee can provide rationale for techniques and strategies chosen from appropriate evidence.
- Can be observed through case presentation/case scenarios/Q&A.

11b. Knowledge of scientific principles underpinning assessments/interventions and strong/weak evidence

- Trainee can correctly identify cases/circumstances supported by strong/weak evidence.
- Provides appropriate rationale and questions practices unsupported by evidence.
- Suggests appropriate ways to test predictions in assessment, conceptualisation, intervention.
- Can be observed through case presentation/case scenarios/Q&A.

11c. Respect for scientific methods, processes and measurement, evaluations

- Uses appropriate tests to measure outcomes (e.g., routine outcome measures).
- Demonstrates beliefs and attitudes consistent with appreciation for and adherence to practice guidelines informed by scientific principles.
- Can be observed through trainee behaviour, case presentation, case scenarios.

Competency Domain 11

Scientist Practitioner

Grade guidelines

Unsatisfactory (not competent): one or more of the following

- Refusal to use evidence-based assessment and intervention practices, especially following supervisor guidance.
- Lack of knowledge of key clinical resources in area of placement
- Use of personal or anecdotal evidence to support assessment and intervention practices.

Approaching competence (Mid rating: P-/End rating: A-)

- Appropriate attitude towards integration of scientific and clinical practice however this is demonstrated inconsistently.
- Inconsistent use of or inappropriate selection of evidence-based methods to monitor treatment progress and outcomes.
- May use evidence-based tools but is unable to articulate rationale for choice of measure or how it fits with case conceptualisation (e.g., applies tools rigidly).

Adequate (competent) (Mid rating: P/End rating: A)

- Demonstrate the competency at a foundational level. This means knowledge and demonstration of delivery of evidence-based practices in a limited range (i.e. high prevalence presentations).
- An attitude which demonstrates respect for the integration of scientific and clinical practice is required.

Advanced competence (Mid rating: P+/End rating: A+)

- Knowledge and demonstration of adherence to evidence-based practices in a wider range/lower prevalence presentations.
- Professional and therapeutic behaviour that demonstrates the integration of scientific and clinical practice (e.g., consistent use of evidence-based assessment and intervention practices).

Competency Domain 12

Reflective Practitioner

What this rating includes:

This domain includes the trainee's ability to demonstrate and use insight of their practice, internal experience and interactions to effectively manage their clinical and professional practice. Areas of focus include work with clients, the supervisory relationship, self-care and effective use of feedback. Central to this rating is the trainee demonstrating a developing capacity for accurate self-assessment.

What this rating excludes:

Reflective capacity related to individual and cultural diversity should be rated under Domain 6: Individual and cultural diversity.

Sub competencies and suggested behavioural anchors

12a. Understands the rationale and impact of reflective practice

- Demonstrates awareness of objectives, rationale, methods and desired outcomes from reflection and negative outcomes from lack of reflection.
- Can be observed through Q&A, reflective/socratic questions and placement logs.

12b. Demonstrates openness to and effective use of feedback from supervisor(s) responsible for competency development

- Evidence of valuing and putting into action supervisory input (e.g. prepares for supervision, carries out tasks assigned by supervisor, readiness to have supervisor(s) observe practice, responds positively and appropriately to corrective feedback).
- Capacity to raise and discuss supervisor-trainee relationship issues constructively and with appropriate introspection.
- Uses mid-placement assessments from supervisor(s) effectively.
- Can be observed in trainee behaviour.

Competency Domain 12

Reflective Practitioner

Sub competencies and suggested behavioural anchors

12c. Keen to develop and maintain competence, constructive approach to feedback

- Evidence of valuing and putting into action supervisory input (e.g. prepares for supervision, carries out tasks assigned by supervisor, readiness to have supervisor(s) observe practice, responds positively and appropriately to corrective feedback).
- Engages in self-reflective exercises as appropriate.

12d. Capacity for self-and other-awareness

- Identifies strengths, accomplishments and areas for growth, explores congruence between experiences of self and those of others.
- Non-defensive and realistic appraisal of both ones own and clients affect, cognitions, attitudes and beliefs and their interaction in interpersonal dynamics (e.g., transference and countertransference). Similar approach to trainee-supervisor relationship.
- Engages in appropriate reflection on and for action.

Competency Domain 12

Reflective Practitioner

Grade guidelines

Unsatisfactory (not competent): one or more of the following

- Concerning pattern of refusal/inability to action feedback from supervisor.
- Does not provide samples of work for observation as requested by supervisor (e.g., video recording/allow supervisor to observe practice/participate in role-play).
- Inability to manage self-care that negatively impacts on client and/trainee experience.

Approaching competence (Mid rating: P-/End rating: A-)

- Reflections on practice that are surface level/limited to a recounting of events rather than including reflection on process.
- Difficulty independently recognising areas of strength and growth in therapeutic process however is able to reflect with support.
- Is responsive to supervisory feedback but may need more support to identify how to integrate this to improve practice.

Adequate (competent) (Mid rating: P/End rating: A)

- It is expected that trainees will need to be coached towards developing deeper reflective observations (both written and verbal), especially in self-assessment.
- There needs to be evidence of growth and development of reflective skills based on supportive observation and feedback of skills.

Advanced competence (Mid rating: P+/End rating: A+)

- Trainee independently and reliably seeks out feedback and effectively integrates into practice.
- Trainee effectively uses a wide range of processes to develop clinical practice (e.g., review of sessions over and above that which is required for the placement).
- Trainee independently and reliably self-assesses their own clinical competence, impact on others and quality of therapeutic alliance.
- Trainee independently and reliably self-assesses self-care needs and develops and engages in effective management strategies.

Competency Domain 13

Interprofessional Learning and Practice

What this rating includes:

This domain includes a trainee's ability to understand and demonstrate knowledge and behaviour consistent with the importance of working in an interdisciplinary manner. It may be as part of a multidisciplinary team environment or broader collaboration within the community. This includes recognizing the limits of psychology and when it is appropriate to refer to and/or collaborate with other professions in work to support clients.

What this rating excludes:

Although this competency focuses on a number of professional behaviours, these specially relate to working with and attitudes towards other professions. Any concerns with professionalism more broadly are rated under the professionalism competency.

Sub competencies and suggested behavioural anchors

13a. Demonstrates knowledge of similarities and differences in relation to roles, responsibilities, and scope of practice of psychologists in comparison with other professions who often collaborate with psychologists to provide client care.

- Responds correctly to scenarios that compare roles among professions.
- Able to articulate differences and similarities during case presentations and when questioned.

13b. Works effectively in interprofessional situations, demonstrating the ability to correctly identify cases and circumstances requiring coordinated assessment, intervention or support from non-psychology professionals.

- Responds correctly to scenarios that compare roles among professions.
- Able to articulate differences and similarities during case presentations and when questioned.
- Includes and facilitates input from relevant multidisciplinary professionals, client and carers in decision making and collaboration.
- Demonstrates ability to communicate psychology input across disciplines (i.e. use of bio/psycho/social and trauma informed care models of case formulation; sharing sufficient and necessary information to facilitate collaborative decision making and care whilst respect boundaries of various roles and client confidentiality and privacy) and engage in shared decision making and care planning

Competency Domain 13

Interprofessional Learning and Practice

Sub competencies and suggested behavioural anchors

13c. Communicates respectfully, professionally, and collegially in oral and written forms when collaborative and/or integrative client care is undertaken. Appropriately values, acknowledges, and supports contributions and expertise across professions.

- Communicates respectfully and professionally in meetings, case presentations and case records.
- Respectfully engages with all stakeholders and communicates to support trust, collaboration and shared decision making.

13d. In all interprofessional interactions, conducts self in a professional and ethical manner, and, if applicable, demonstrates an ability to adhere to the core values of psychology (e.g., the scientist-practitioner approach, confidentiality, respect for individual and cultural diversity, and commitment to ongoing reflection, evaluation, and improvement).

- Respectful, collegial and ethical behaviour and conduct.
- Commitment to systematic and ongoing evaluation.
- Appropriately self-aware, respectful of cross-cultural differences and perspectives, shows cultural humility.
- Demonstrates sound decision making regarding own and others scope of practice and responsibility, limit of competency, when to refer/consult/collaborate.

Competency Domain 13

Interprofessional Learning and Practice

Grade guidelines

Unsatisfactory (not competent): one or more of the following

- Negative bias demonstrated towards other professions.
- Pattern of inability or unwillingness to adhere to core values of psychology when interacting with other professions.
- Inability or unwillingness to learn from interprofessional experience.
- Unable to identify or articulate differences or similarities of different professions interacted with on the placement.

Approaching competence (Mid rating: P- /End rating: A-)

- Trainee is able in a limited capacity to identify or articulate differences or similarities of different professions interacted with on the placement.
- Trainee demonstrates adherence to values of psychology but may need guidance in some situations.
- Trainee is mostly respectful in interactions but may demonstrate scope for improvement in minor respects.

Adequate (competent) (Mid rating: P/End rating: A)

- Trainee consistently and effectively assesses and identifies need for interprofessional input in psychological work.
- Trainee consistently demonstrates a respectful attitude towards different professions.
- Trainee consistently demonstrates adherence to values of psychology.
- Trainee works with guidance to collaborate with other professions to support psychological work.

Advanced competence (Mid rating: P+/End rating: A+)

- Trainee independently and reliably identifies or articulates differences or similarities of different professions on placement and externally.
- Trainee appropriately initiates collaboration with other professions to support psychological work.
- Trainee demonstrates adherence to values of psychology in challenging situations.
- Trainee interacts effectively with practitioners from a range of different professions in a wide range of settings.