

Table 3: Profession-Wide Competencies: Complete the table for each of the profession-wide competencies (see [IR C-8 D](#)) to demonstrate how each required competency is covered. This table should include only *evaluated* training experiences that are required of all students. Optional training experiences or participation in activities that are not formally evaluated should not be included.

The program should also use this table as it prepares proximal data consistent with the requirements of Implementing Regulation (IR) C-18 D. 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-18 D 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 D, 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 D, and programs must ensure that multiple elements are listed in Table 3 and assessed for each competency.

Table 3 (Doctoral); Standard II.B.1.b

Provide information below to illustrate how the program ensures that ALL students can acquire and demonstrate substantial understanding of and competence in:					
Competency:	<i>(i) Research</i>				
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> ● Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base. ● Conduct research or other scholarly activities. ● Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level. 				
Program-defined elements associated with this competency (if applicable; see table description above)	<ul style="list-style-type: none"> ● 				
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> ● Students demonstrate the independent ability to formulate research or other scholarly activities by successfully completing PSYC7310 Research Ethics & Quantitative Methods and Analysis I, PSYC7320 Quantitative Methods and Analysis II, PSYC7330 Qualitative Methods and Analysis I, PSYC7340 Qualitative Methods and Analysis II. ● Students demonstrate that they can conduct research or other scholarly activities by completing The PSYC7340 Qualitative Methods and Analysis II course and their dissertation. ● Students demonstrate the ability to critically evaluate and disseminate research or other scholarly activity by completing the final public dissertation defense and dissertation publication. 				
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:</td> <td>Evaluation tool and self-study location:</td> </tr> <tr> <td> <ul style="list-style-type: none"> ● Performance in PSYC7310 and PSYC7330. ● Performance in PSYC7320 and PSYC7340. ● Performance in the final dissertation defense. </td> <td> <ul style="list-style-type: none"> ● Rubrics in the course syllabi for PSYC7310, PSYC7320, PSYC7330, PSYC7340. ● Dissertation defense rubric in the Dissertation Handbook (Appendix B). </td> </tr> </table>	How outcomes are measured:	Evaluation tool and self-study location:	<ul style="list-style-type: none"> ● Performance in PSYC7310 and PSYC7330. ● Performance in PSYC7320 and PSYC7340. ● Performance in the final dissertation defense. 	<ul style="list-style-type: none"> ● Rubrics in the course syllabi for PSYC7310, PSYC7320, PSYC7330, PSYC7340. ● Dissertation defense rubric in the Dissertation Handbook (Appendix B).
How outcomes are measured:	Evaluation tool and self-study location:				
<ul style="list-style-type: none"> ● Performance in PSYC7310 and PSYC7330. ● Performance in PSYC7320 and PSYC7340. ● Performance in the final dissertation defense. 	<ul style="list-style-type: none"> ● Rubrics in the course syllabi for PSYC7310, PSYC7320, PSYC7330, PSYC7340. ● Dissertation defense rubric in the Dissertation Handbook (Appendix B). 				
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> ● Successful completion of PSYC7310, PSYC7320, PSYC7330, PSYC7340 designated by Pass (equivalent of B- or better). ● Achieving a 2 or higher on all items for all meetings on the dissertation defense form rubric. ● Publication of dissertation via OhioLink. 				

Table 3 (Doctoral); Standard II.B.1.b

Competency:	<i>(ii) Ethical and legal standards</i>	
Elements associated with this competency from IR C-8 D	<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"> ● 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> ● Students demonstrate knowledge of 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 in PSYC7300 Ethics and 7450 Advanced Ethics. ● Students demonstrate the ability to recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas in the ethical vignette of the Clinical Competency Exam. ● Students conduct themselves in an ethical manner in all professional activities through the clinical training sequence. 	
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"> ● Performance in PSYC7300 and PSYC7450. ● Performance on the ethical vignette of the Clinical Competency Exam. ● Performance in clinical training. 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> ● Rubrics in the course syllabi for PSYC7300 and PSYC7450. ● Clinical Competency Exam scoring criteria for both the written and oral component in the CCE handbook (Appendix D, E & F). ● Summative Supervisor Evaluation Form.
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> ● Successful completion of PSYC7300 and 7450 designated by Pass (equivalent of B- or better). ● A rating of Pass on the ethical domain rating of the Clinical Competency Exam. ● Ratings of 3 (Meets Expectations) or above on all learning elements of the Ethics domain of the Summative Supervisor Evaluation Form. 	

Table 3 (Doctoral); Standard II.B.1.b

Competency:	<i>(iii) Individual and cultural diversity</i>	
Elements associated with this competency from IR C-8 D	<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 to 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 requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work. 	
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> ● 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> ● Students demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves through the PSYC7030 Cultural Competency & Humility in Clinical Psychology course. ● Students demonstrate knowledge of current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service through the PSYC7030 course. ● Student demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles through the PSYC7030 course and the diversity domain of Clinical Competency Exam. ● Students demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work through the clinical training sequence and the diversity domain of the Clinical Competency Exam. 	
How outcomes are measured for each training/experiential activity	How outcomes are measured: <ul style="list-style-type: none"> ● Performance in PSYC7030. 	Evaluation tool and self-study location: <ul style="list-style-type: none"> ● Rubrics in the course syllabus for PSYC7030.

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<p>listed above. List where in the self-study all associated evaluation tools are located.</p>	<ul style="list-style-type: none"> ● Performance on the Clinical Competency Exam. ● Performance in clinical training. 	<ul style="list-style-type: none"> ● Clinical Competency Exam scoring criteria for both the written and oral component in the CCE handbook (Appendix D, E & F). ● Summative Supervisor Evaluation Form.
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> ● Successful completion of PSYC7030 designated by Pass (equivalent of B- or better). ● A rating of Pass on the individual and cultural diversity domain of the Clinical Competency Exam. ● Ratings of 3 (Meets Expectations) or above on all learning elements on the Individual & Cultural Diversity domain of the Summative Supervisor Evaluation Form. 	

Table 3 (Doctoral); Standard II.B.1.b

Competency:	<i>(iv) Professional values, attitudes, and behaviors</i>	
Elements associated with this competency from IR C-8 D	<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"> 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> Students demonstrate the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others by the PSYC8071 Professional Issues in Career Management course, clinical training sequence and the Professional Values, Attitudes, and Behaviors domain of the Clinical Competency Exam. Students engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness as demonstrated by the PSYC8071 course and the Professional Values, Attitudes, and Behaviors domain of the Clinical Competency Exam. Students actively seek and demonstrate openness and responsiveness to feedback and supervision through the clinical training sequence. Students respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training through the clinical training sequence. 	
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"> Performance in PSYC8071. Performance in Clinical Competency Exam. Performance in clinical training. 	Evaluation tool and self-study location: <ul style="list-style-type: none"> Rubrics in the course syllabus for PSYC8071. Clinical Competency Exam scoring criteria for both the written and oral component in the CCE handbook (Appendix D, E & F). Summative Supervisor Evaluation Form.
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed	<ul style="list-style-type: none"> Successful completion of PSYC8071 designated by Pass (equivalent of B- or better). A rating of Pass on the professional values, attitudes, and behaviors domain of the Clinical Competency Exam. 	

above.	<ul style="list-style-type: none">● Ratings of 3 (Meets Expectations) or above on all learning elements of the Professional Values, Attitudes, and Behaviors domain of the Summative Supervisor Evaluation Form.
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Table 3 (Doctoral); Standard II.B.1.b

Competency:	<i>(v) Communications and interpersonal skills</i>	
Elements associated with this competency from IR C-8 D	<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"> ● 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> ● Students develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services through PSYC7010 Foundational Clinical Skills and the clinical training sequence. ● Students produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts through the clinical training sequence and the Communications and Interpersonal Skills domain of the Clinical Competency Exam. ● Demonstrate effective interpersonal skills and the ability to manage difficult communication well through the clinical training sequence and the Communications and Interpersonal Skills domain of the Clinical Competency Exam. 	
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"> ● Performance in PSYC7010. ● Performance in clinical training. ● Performance on the Clinical Competency Exam. 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> ● Rubrics in the course syllabus for PSYC7010. ● Clinical Competency Exam scoring criteria for both the written and oral component in the CCE handbook (Appendix D, E & F). ● Summative Supervisor Evaluation Form.
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> ● Successful completion of PSYC7010 designated by Pass (equivalent of B- or better). ● A rating of Pass on the communications and interpersonal skills domain of the Clinical Competency Exam. ● Ratings of 3 (Meets Expectations) or above on all the learning elements on the Communication & Interpersonal Skills domain of the Summative Supervisor Evaluation Form. 	

Competency:	<i>(vi) Assessment</i>
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> ● Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology. ● Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural). ● Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process. ● Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient. ● Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective. ● Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.
Program-defined elements associated with this competency (if applicable)	<ul style="list-style-type: none"> ●
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> ● Students 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 through the Assessment Lab, Assessment Series PSYC7110 Assessment: Intelligence & Practicum, PSYC7130 Assessment: Personality & Practicum, PSYC7170 Assessment: Integrative & Practicum, the clinical training sequence, and the Assessment domain of the Clinical Competency Exam. ● Student 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 through PSYC7110, PSYC7130, PSYC7170, and the clinical training sequence. ● Students communicate orally and in written documents the findings and implications of the

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	assessment in an accurate and effective culturally-competent manner sensitive to a range of audiences through the clinical training sequence and the Assessment domain of the Clinical Competency Exam.	
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"> ● Performance in PSYC7110, PSYC7130, PSYC7170. ● Performance in Clinical Competency Exam. ● Performance in clinical training. 	<p>Evaluation tool and self-study location:</p> <ul style="list-style-type: none"> ● Rubrics in the course syllabi for PSYC7110, PSYC7130, PSYC7170. ● Clinical Competency Exam scoring criteria for both the written and oral component in the CCE handbook (Appendix D, E & F). ● Summative Supervisor Evaluation Form.
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> ● Successful completion of PSYC7110, PSYC7130, PSYC7170 designated by Pass (equivalent of B- or better). ● A rating Pass on the assessment domain of the Clinical Competency Exam. ● Ratings of 3 (Meets Expectations) or above on all the learning elements on the Assessment domain of the Summative Supervisor Evaluation Form. 	

Table 3 (Doctoral); Standard II.B.1.b

Competency:	<i>(vii) Intervention</i>	
Elements associated with this competency from IR C-8 D	<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"> ● 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> ● Students establish and maintain effective relationships with the recipients of psychological services through PSYC7010 Foundational Clinical Skills and the clinical training sequence. ● Students develop evidence-based intervention plans specific to the service delivery goals through the clinical training sequence and the Intervention domain of the Clinical Competency Exam. ● Students implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables through the clinical training sequence and the Intervention domain of the Clinical Competency Exam. ● Students demonstrate the ability to apply the relevant research literature to clinical decision making through the clinical training sequence and the Intervention domain of the Clinical Competency Exam. ● Students modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking through the clinical training sequence. ● Students evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation through the clinical training sequence. ● Overall competency knowledge obtained through the PSYC7800, PSYC7820, PSYC7840 Intervention 1, 2 and 3. 	
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"> ● Performance in PSYC7010, PSYC7800, PSYC7820, PSYC7840. ● Performance in clinical training. ● Performance in Clinical Competency Exam. 	Evaluation tool and self-study location: <ul style="list-style-type: none"> ● Rubrics in the course syllabi for PSYC7010, PSYC7800, PSYC7820, and PSYC7840. ● Clinical Competency Exam scoring criteria for both the written and oral component

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		<p>in the CCE handbook (Appendix D, E & F).</p> <ul style="list-style-type: none"> Summative Supervisor Evaluation Form.
<p>Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.</p>	<ul style="list-style-type: none"> Successful completion of PSYC7010 PSYC7800, PSYC7820, PSYC7840 designated by Pass (equivalent of B- or better). A rating of Pass on the intervention domain of the Clinical Competency Exam. Ratings of 3 (Meets Expectations) or above on all the learning elements on the Intervention domain of the Summative Supervisor Evaluation Form. 	

Table 3 (Doctoral); Standard II.B.1.b

Competency:	<i>(viii) Supervision</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> ● Demonstrate knowledge of supervision models and practices. 	
Program-defined elements associated with this competency (Note: Additional element required for this competency [to ensure multiple elements are evaluated])	<ul style="list-style-type: none"> ● Students apply this knowledge in simulated practice with psychology trainees. Examples of simulated practice include, but are not limited to, role-played supervision with others, and peer supervision with other trainees. 	
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> ● Students demonstrate knowledge of supervision models and practices through assignment 2 in PSYC8060 Supervision & Consultation. ● Students apply this knowledge in simulated practice with psychology trainees. Examples of simulated practice include, but are not limited to, role-played supervision with others, and peer supervision with other trainees through assignment 1 in PSYC8060 Supervision & Consultation. ● Students demonstrate applied knowledge of supervision models and practice on the Clinical Competency Exam. 	
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"> ● Performance on Assignment 1 in PSYC8060. ● Performance on Assignment 2 in PSYC8060. ● Performance on Clinical Competency Exam 	Evaluation tool and self-study location: <ul style="list-style-type: none"> ● Rubric for Assignment 1 is located in the course syllabus for PSYC8060. ● Rubric for Assignment 2 is located in the course syllabus for PSYC8060. ● Clinical Competency Exam scoring criteria for both the written and oral component in the CCE handbook (Appendix D, E & F)
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> ● First element: Students must pass Assignment 2 in the PSYC8060 course. ● Second element: Students must pass Assignment 1 in the PSYC8060 course. 	

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Competency:	<i>(ix) Consultation and interprofessional/interdisciplinary skills</i>	
Elements associated with this competency from IR C-8 D	<ul style="list-style-type: none"> ● Demonstrate knowledge and respect for the roles and perspectives of other professions. ● Demonstrates knowledge of consultation models and practices. 	
Program-defined elements associated with this competency (if applicable)		
Required training/experiential activities to meet each element. If applicable, clarify where activity description (e.g., syllabus) is located.	<ul style="list-style-type: none"> ● Students demonstrate knowledge and respect for the roles and perspectives of other professions through assignment 4 in PSYC8060. ● Students demonstrate knowledge of consultation models and practices through assignment 5 in PSYC8060. 	
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"> ● Performance on Assignment 4 in PSYC8060. ● Performance on Assignment 5 in PSYC8060. 	Evaluation tool and self-study location: <ul style="list-style-type: none"> ● Rubric for Assignment 4 is located in the course syllabus for PSYC8060. ● Rubric for Assignment 5 is located in the course syllabus for PSYC8060.
Minimum levels of achievement (MLAs) for each outcome measure/evaluation tool listed above.	<ul style="list-style-type: none"> ● First element: Students must pass Assignment 4 in the PSYC8060 course. ● Second element: Students must pass Assignment 5 in the PSYC8060 course. 	