Clinical Competency Examination (CCE)

Handbook, 2027

PsyD Program

Antioch University, Seattle

*This revision of the CCE handbook reorganizes and streamlines the existing CCE Handbook (redundancies removed as well as making layout more user friendly). Existing policies, exam requirements, competency standards, pass/fail criteria, remediation requirements, and appeal procedures have stayed the same except for exam dates. The exam is now once a year and held on the following dates for 2027 administration: **June 22nd and 24th for 2027.**

Table of Contents

Part 1: Overview and Administration of the Clinical Competency Examination
- 1.1 Purpose of the CCE
- 1.2 Scope of Clinical Competence
- 1.3 Eligibility and Timing
- 1.4 Examination Sequence and Deadlines
- 1.5 Examining Committee Composition
- 1.6 CCE Coordinator Requirements and Responsibilities

Part 2: Clinical Competencies and Examination Components
- 2.1 Clinical Competencies
- 2.1.1 Research
- 2.1.2 Ethical and Legal Standards
- 2.1.3 Individual and Cultural Diversity
- 2.1.4 Values, Attitudes, and Behaviors
- 2.1.5 Communication and Interpersonal Skills
- 2.1.6 Assessment
- 2.1.7 Intervention
- 2.1.8 Supervision
- 2.1.9 Consultation and Interprofessional/Interdisciplinary Skills
- 2.1.10 Social Justice
- 2.2 Written Examination Components
- 2.2.1 Curriculum Vitae
- 2.2.2 Professional Statement
- 2.2.3 Assessment Practice Summary
- 2.2.4 Assessment Practice Sample
- 2.2.5 Intervention Practice Summary
- 2.2.6 Intervention Practice Sample
- 2.3 Oral Examination Components
- 2.3.1 Candidate Presentation and Interview
- 2.3.2. Assessment Case Presentation
- 2.3.3 Assessment Case Discussion
- 2.3.4. Intervention Case Presentation
- 2.3.5 Intervention Case Discussion
- 2.3.6 Ethical Vignette
    - Administration of Ethical Vignette Exercise
    - Sample Vignette Exercise
- 2.4 Professional Conduct & Disability Accommodations

Part 3: Outcomes, Remediation, and Appeals
- 3.1 Possible Outcomes of the CCE
- 3.2 Policy on Failing the CCE
    - First Examination Failure
    - Second Examination Failure
- 3.3 Feedback and Remediation Following Failure
- 3.4 Student Appeal Procedures
    - Appealable Decisions

Filing an Appeal
Score and Conduct of Appeal
Decision and Report of Appeal Committee

Part 4: Examiner Guidance
4.1 Examiner Role and Conduct
4.2 Scoring Responsibilities
4.3 Examiner Training and Standardization

Part 5: CCE Forms and Appendices
Form A: Candidate Registration
Form B: Written Exam Feedback
Form C: Exam Results and Feedback
Form D: Candidate Feedback
Form E: Voluntary Consent Agreement
Appendix 1: Written Examination Scoring Rubrics by Examination Component
Appendix 2: Oral Examination Scoring Rubrics by Examination Component
Appendix 3: Clinical Competency Examination Timeline
Appendix 4: Oral Examination Schedule Guidelines

References

Part 1: Overview and Administration of the Clinical Competency Examination

1.1 Purpose of the CCE

The Clinical Competency Examination (CCE), formerly the Clinical Oral Examination, is modeled after the American Board of Clinical Psychology (ABCP) Specialty Board Examination of the American Board of Professional Psychology (ABPP). The examination is intended to determine whether a student has demonstrated the knowledge, skills, and professional attitudes expected for entry-level clinical psychology internship.

The CCE provides a structured opportunity for students to integrate academic, research, assessment, intervention, ethical, and professional training. It also serves as a program-level quality assurance process for evaluating internship readiness. The examination uses multiple methods, including written work, self-reflection, case material, oral presentation and discussion, an ethical vignette, and a recorded treatment session.

Except for ethical vignettes supplied to examination teams by the CCE Coordinator, this handbook and its subsequent approved revisions constitute the controlling source for the CCE. Forms and rubrics may also be distributed separately for ease of use.

1.2 Scope of Clinical Competence

Clinical psychology is both a general practice and a health service provider specialty within professional psychology. The CCE evaluates competencies relevant to clinically informed research, assessment and diagnosis, psychological intervention, supervision, consultation, ethical and legal practice, individual and cultural diversity, professional behavior, communication, and social justice. Individual and cultural diversity includes factors such as race, ethnicity, sexual orientation, gender, age, disability, class status, education, religion/spiritual orientation, and other cultural dimensions.

1.3 Eligibility and Timing

The CCE is offered once a year (June 22nd and 24th for 2027). Most students become eligible during the third year. All doctoral students must take and pass the CCE before applying for clinical internship. Students typically sit for the examination after completing most, if not all, course requirements and the competencies considered essential for internship readiness. Specific prerequisites are listed on Form A: Candidate Registration.

Students are responsible for monitoring their progress and submitting required materials within the timelines established in this handbook. Students who defer the CCE beyond the third year should work closely with their faculty advisor and the Director of Clinical Training (DCT) to ensure that deferral does not adversely affect clinical training or satisfactory program progression.

Form A, Request for Clinical Competency Examination Form (see appendices for form), is required each time students register for the CCE. Students who do not submit required materials on time, or who do not pass the Written Examination, do not proceed to the Oral Examination and must register for a future CCE administration in consultation with the appropriate faculty and administrators.

1.4 Examination Sequence and Deadlines

Week 4 Prior - Registration: The student submits Form A: Candidate Registration to the CCE Coordinator by 12:00 p.m. PT on Tuesday of Week 4, at least two months before the Tuesday of Oral Examination week. The faculty advisor must sign the form and verify that prerequisites have been met. After approval: The CCE Coordinator confirms candidacy, establishes the examination committee, and communicates examination details and the Oral Examination date/time.

Week 8 Prior – Written Examination: The candidate submits the Written Examination to the CCE Coordinator, preferably as a single document, by 12:00 p.m. PT on Tuesday of Week 8. Required materials are the current CV, Professional Statement, Assessment Practice Sample, and Intervention Practice Sample with transcript.

Week 10 Prior – Written decision: Each examiner submits Form B: Written Exam Feedback to the CCE Coordinator only. A Pass from both examiners is required to proceed. A Fail from either examiner results in failure of the CCE and the candidate does not proceed to the Oral Examination.

Oral Examination: The Oral Examinations are once a year (**June 22nd and 24th for 2027**) and assigned either morning or afternoon time slots (9am-nooon, 1pm-4). Candidates are expected to arrive early enough to set up, become comfortable with the room and technology, and be ready at the assigned start time.

Week 13 – Final Results: Each examiner submits Form C: Exam Results and Feedback to the CCE Coordinator only by the end of day Tuesday of Week 13. The CCE Coordinator collates the materials, notifies the candidate of the result, and forwards records as required.

Candidate feedback: Candidates are strongly encouraged, but not required, to submit Form D: Candidate Feedback by the Tuesday following Oral Examination week. See Appendix A for the calendar view of CCE deadlines and Appendix B for the examination components checklist.

1.5 Examining Committee Composition

1. The examination team consists of two faculty members (full-time or part-time; core, teaching, clinical, and/or affiliate), both of whom must be licensed as a psychologist during the Examination.
2. CCE committee members are selected by the CCE Coordinator. All attempts will be made to ensure that no examination team member has had any significant supervisory relationship with the candidate or the clients in the Practice Samples within the past two academic quarters. Additional requests regarding committee assignments can be addressed to the CCE Coordinator, but no guarantees are given and unfulfilled requests alone are not a basis for appeal.

1.6 CCE Coordinator Requirements and Responsibilities

The CCE Coordinator is a full-time, core Psy.D. faculty member appointed by the Psy.D. Program Chair. The role of the CCE Coordinator is to coordinate all processes related to the Psy.D. CCE process. Responsibilities include:

1. Maintain the Clinical Competency Examination Handbook and Process and oversee all aspects of the CCE.
2. Review CCE procedures and provide updates to CCE committees as necessary.
3. Review all Candidate Registration and Approval Forms and approve candidates to sit for the CCE.
4. Populate CCE committees and forward materials to committees for review.
5. Track the process and collate and forward respective documents to each candidate and to the data coordinator for record-keeping purposes.
6. Provide information sessions to students.
7. Oversee continuous quality improvement of the CCE through data analysis, candidate and committee feedback, and changes within the profession.
    a. Every year at the time of the Annual Psy.D. Program Evaluation meeting in the Fall quarter, the Psy.D. faculty will conduct a review of the CCE, led by the Psy.D. CCE Coordinator. The review will consist of pass/fail rates and identification of any trends indicating program areas potentially in need of improvement. For training and standardization purposes, the Psy.D. faculty will examine the scoring of at least one randomly selected written case formulation and one intervention implementation component of the CCE to monitor and improve reliability.
    a. Every year at the time of the Annual Psy.D. Program Evaluation meeting in the Fall quarter, the Psy.D. Chair will provide a report that summarizes overall program status and outcome updates including the results from the Annual CCE Evaluation. The Annual Psy.D. Program Summary will be posted publicly at the Annual Psy.D. Program Summary minus any identifying information.
8. Committee Training and Expectations: The high-quality, collegiality, relevance, and standardization of the CCE process are maximized by a clear and explicit CCE Handbook, and through careful training of examiners. For these reasons:
    a. All new examiners are expected to review this handbook in detail prior to reviewing and evaluating Written Examinations and conducting Oral Examinations. In addition, all faculty members are required to review all handbook revisions.
    b. All new examiners are assigned to a committee with a senior examination member, often referred to as the committee chair, who is responsible for orienting the new member to the examination process and educating him/her on the expectations of an examiner and other responsibilities.
    c. Committee members will discuss the process and provide feedback to each other and to the CCE Coordinator aimed at continually improving the CCE process.
    d. In addition to the above, the Annual Psy.D. Program Review Meeting is conducted to continually improve the quality and standardization of the CCE process.

Part 2: Clinical Competencies and Examination Components

2.1 Clinical Competencies

The most recent APA Standards of Accreditation for Health Service Psychology differentiates discipline specific knowledge (DSK) from program-wide competencies (PWC). DSKs are related to knowledge required to be considered ready for independent practice, and include topics such as social psychology, history and systems of psychology, cognitive aspects of behavior, and learning theory. PWCs are considered the competencies or skills required for independent practice and include nine areas. As a social justice institution, a tenth area has been added to represent the unique training and focus of the Psy.D. program at AUS. The resulting ten interrelated PWCs are evaluated in the Clinical Competency Exam and include:

1. Research
2. Ethical and legal standards
3. Individual and cultural diversity
4. Professional values, attitudes, and behaviors
5. Communication and interpersonal skills
6. Assessment
7. Intervention
8. Supervision
9. Consultation and interprofessional/interdisciplinary skills
10. Social justice

Each of these PWCs is evaluated as part of the Clinical Competency Examination in both the written and oral exams. Details on how competencies are defined and evaluated, along with related APA Standards, are included below.

2.1.1 Research

While research-related skills are evaluated in more depth during the dissertation process, they are important to every aspect of clinical competency, especially in the era of evidence-based practice. A successful internship candidate demonstrates increasing knowledge of core science/research from subfields of psychology including theoretical and philosophical psychology. For example, candidates should be able to apply scientific methods and knowledge to clinical and academic professional practice. In addition, potential clinical internship candidates should demonstrate knowledge, understanding, application, and critical analysis of the concept of evidence-based practice (EBP). For example, candidates should know how and when to apply EBP in clinical work and use data to guide mid-course corrections to interventions and research. APA includes the following elements of the research competency. Unless otherwise noted, these standards will be evaluated as part of the CCE.

1. 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 (assessed as it relates to professional practice only).
2. Conduct research or other scholarly activities (not assessed on the CCE).
3. 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 (not assessed on the CCE).

2.1.2 Ethical and Legal Standards

A successful clinical psychology intern candidate demonstrates intermediate to advanced level of knowledge and understanding of the most recent APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines; laws, statutes, rules, and regulations. The intern candidate demonstrates knowledge and ability to apply an ethical decision-making model and can apply relevant elements of ethical decision making to a dilemma. All students must be knowledgeable of and act in accordance with each of the following **APA Standards** in the current version of the APA Ethical Principles of Psychologists and Code of Conduct:

1. Be knowledgeable of 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.
2. Recognize ethical dilemmas as they arise and apply ethical decision-making processes to resolve the dilemmas.
3. Conduct self in an ethical manner in all professional activities.
4. Ethical competencies are demonstrated in the following CCE components:
5. **Written Examination:** Written professional Statement, Assessment Practice Summary, Intervention Practice Summary.
6. **Oral Examination:** Candidate Presentation and Interview, Assessment Case Presentation, Assessment Case Discussion, Intervention Case Presentation, Intervention Case Discussion, Ethical Vignette.

2.1.3 Individual and Cultural Diversity

A successful clinical psychology intern candidate demonstrates the ability to observe and apply social privilege and system of oppression in assessment, treatment, and consultation. For example, an internship candidate should critically evaluate feedback and regularly initiate supervision regularly about power and privilege issues; actively and critically examine one's own cultural and political prejudgments; identify and articulates one's own privilege; and understands and articulate the cultural/social contexts in which clients live. The intern candidate conveys an awareness of the complexity of social justice, and its various theories and approaches, in assessment, treatment, and consultation. For example, candidates utilize appropriate interventions using APA Guidelines for culturally diverse populations and work respectfully with colleagues across situations. All students must be knowledgeable of and act in accordance with each of the following **APA Standards** in the current version of the APA Ethical Principles of Psychologists and Code of Conduct:

1. An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
2. 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.
3. 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.
4. 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.
5. Diversity competencies are demonstrated in the following CCE components:

Written Examination: Written Professional Statement, Assessment Practice Summary, Assessment Practice Sample, Intervention Practice Summary, Intervention Practice Sample
Oral Examination: Candidate Presentation and Interview, Assessment Case Presentation, Assessment Case Discussion, Intervention Case Presentation, Intervention Case Discussion, Ethical Vignette.

2.1.4 Values, Attitudes, and Behaviors

A successful clinical psychology intern candidate demonstrates professional values in behavior, communication, and presentation across different settings. For example, brings accountability to all situations including coursework, clinical work, and professional interactions; accepts responsibility for actions and acknowledges errors. Consistently acts to understand and safeguard the welfare of others; recognizes situations that challenge adherence to professional values; consults; behaves according to professional values and principles. The intern candidate displays professionally appropriate communication and physical conduct, including attire, across different settings. For example, candidates show awareness of power differentials in relationships with professors, colleagues and clients and demonstrate emerging professional identity and utilize opportunities for professional development through attendance at colloquia, workshops, conferences. All students must be knowledgeable of and act in accordance with each of the following **APA Standards** in the current version of the APA Ethical Principles of Psychologists and Code of Conduct:

1. 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.
2. Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.
3. Actively seek and demonstrate openness and responsiveness to feedback and supervision
4. Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.
5. Professional competencies are demonstrated in the following CCE components:

Written Examination: Curriculum Vitae, Written Professional Statement, Assessment Practice Summary, Assessment Practice Sample, Intervention Practice Summary, Intervention Practice Sample.

Oral Examination: Candidate Presentation and Interview, Assessment Case Presentation, Assessment Case Discussion, Intervention Case Presentation, Intervention Case Discussion, Ethical Vignette.

2.1.5 Communication and Interpersonal Skills

A successful clinical psychology intern candidate demonstrates they can form and maintain productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals from other disciplines. For example, candidates demonstrate an ability to establish effective working alliance with clients. Successful intern candidates negotiate differences and resolve conflict satisfactorily. For example, they provide effective feedback to others and receive feedback non-defensively; and demonstrate active problem solving and acknowledge one's own role in difficult interactions. All students must be knowledgeable of and act in accordance with each of the following **APA Standards** in the current version of the APA Ethical Principles of Psychologists and Code of Conduct:

1. Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.
2. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.
3. Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

4. Communication competencies are demonstrated in the following CCE components:
   Written Examination: Written Professional Statement, Assessment Practice Summary, Assessment Practice Sample, Intervention Practice Summary, Intervention Practice Sample.
   Oral Examination: Candidate Presentation and Interview, Assessment Case Presentation, Assessment Case Discussion, Intervention Case Presentation, Intervention Case Discussion, Ethical Vignette.

2.1.6 Assessment

A successful internship candidate selects appropriate assessment measures, with attention to issues of reliability and validity, to answer diagnostic questions. For example, candidates demonstrate awareness of the strengths and limitations of administration, scoring, and interpretation of traditional assessment measures, and obtain advanced knowledge of psychometric theory and application. The intern candidate demonstrates the ability to apply concepts of normal/abnormal behavior to case formulation and diagnosis in the context of human development and diversity. For example, they utilize systematic approaches to selection and gathering of relevant data to inform critical clinical decision-making; draw inferences across domains of information; show an increasing ability to identify problem areas and to use concepts of differential diagnosis; write basic psychological reports; communicate findings verbally through supervision; and provide feedback to the client. All students must be knowledgeable of and act in accordance with each of the following **APA Standards** in the current version of the APA Ethical Principles of Psychologists and Code of Conduct:

1. 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.
2. Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases and distinguishing subjective aspects of assessment from objective ones.
3. 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.
4. Assessment competencies are demonstrated in the following CCE components:

Written Examination: Curriculum Vitae, Assessment Practice Summary, Assessment Practice Sample.

Oral Examination: Assessment Case Presentation, Assessment Case Discussion, Ethical Vignette.

2.1.7 Intervention

A successful internship candidate demonstrates the ability to formulate and conceptualize clinical cases and plans interventions utilizing at least one theoretical orientation. For example, interns formulate diagnoses; select appropriate interventions for different problems and populations; write case conceptualizations and treatment plans based on EBP; build confidence in interventions as rules become guidelines; and broaden their selection of interventions and their planning. The intern candidate develops sound approaches to intervention. For example, they develop a therapeutic relationship with clients to serve as a base from which to implement interventions; implement EBP interventions that take into account empirical support, clinical judgment, and client diversity; evaluate treatment progress and modify treatment planning as indicated, utilizing established outcome measures; and make mid-course corrections of interventions when necessary. All students must be knowledgeable of and act in accordance with each of the following **APA Standards** in the current version of the APA Ethical Principles of Psychologists and Code of Conduct:

1. Establish and maintain effective relationships with the recipients of psychological services.
2. Develop evidence-based intervention plans specific to the service delivery goals.
3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
4. Demonstrate the ability to apply the relevant research literature to clinical decision-making.
5. Modify and adapt evidence-based approaches effectively when clear evidence is lacking.
6. Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.
7. Intervention competencies are demonstrated in the following CCE components:

Written Examination: Curriculum Vitae, Intervention Practice Summary, Intervention Practice Sample.

Oral Examination: Intervention Case Presentation, Intervention Case Discussion, Ethical Vignette.

2.1.8 Supervision

A successful internship candidate can identify the responsibilities of the supervisor and supervisee and can discuss the importance of supervision in the clinical training process. Candidates should demonstrate how they have used supervision to improve their knowledge, skills, and attitudes related to their professional practice and how they will utilize supervision in their internship to work toward readiness for independent practice. All students must be knowledgeable of and act in accordance with each of the following **APA Standards** in the current version of the APA Ethical Principles of Psychologists and Code of Conduct:

1. Demonstrate knowledge of supervision models and practices. (NOT ASSESSED IN THE CCE, BUT CANDIDATES WILL BE ASKED ABOUT THE ROLE OF SUPERVISION IN THEIR PROFESSIONAL DEVELOPMENT)
2. Supervision competencies are demonstrated in the following CCE components:

Written Examination: Written professional Statement, Assessment Practice Summary, Intervention Practice Summary.

Oral Examination: Candidate Presentation and Interview, Assessment Case Presentation, Assessment Case Discussion, Intervention Case Presentation, Intervention Case Discussion.

2.1.9 Consultation and Interprofessional/Interdisciplinary Skills

Health Service Psychology is becoming more integrated into health care and, as such, psychologists are increasingly tasked with communicating across disciplines and professions. The ability to consult with others and request and incorporate consultation from others is key to continuous, high-quality client care, especially in these multidisciplinary teams and environments. Successful candidates should demonstrate their ability to work with others in an effort to provide quality clinical services to clients and educate others of the work psychologists do within these teams and environments. All students must be knowledgeable of and act in accordance with each of the following **APA Standards** in the current version of the APA Ethical Principles of Psychologists and Code of Conduct:

1. Demonstrate knowledge and respect for the roles and perspectives of other professions.
2. Demonstrate knowledge of consultation models and practices. (NOT ASSESSED ON THE CCE)
3. Consultation competencies are demonstrated in the following CCE components:

Written Examination: Written Professional Statement, Assessment Practice Summary, Intervention Practice Summary.

Oral Examination: Candidate Presentation and Interview, Assessment Case Presentation, Assessment Case Discussion, Intervention Case Presentation, Intervention Case Discussion.

2.1.10 Social Justice

A successful clinical psychology intern candidate demonstrates awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision and client contact to identify specific barriers to client improvement such as lack of access to resources. For example, candidates provide client assistance and support in the development of self-advocacy plans. Successful intern candidates promote change to enhance the functioning of communities through formulation of and engagement in client advocacy action plans while demonstrating appropriate boundaries regarding client advocacy. All students must be knowledgeable of and act in accordance with each of the following **APA Standards** in the current version of the APA Ethical Principles of Psychologists and Code of Conduct:

1. Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training. This includes a critical understanding of how the psychological profession has contributed to a history of oppression and the change that can arise out of a social justice approach.
2. Applies knowledge and awareness of their historically situated social location and privileged social domains/identities to confront the dynamics of power and privilege in interpersonal and institutional settings. This includes identifying and avoiding further oppression of marginalized and underserved persons and refraining from acts of aggression.
3. Embodies the role of a change agent by engaging in advocacy at the individual or institutional levels. This includes conscientiously empowering underserved groups through clinical and professional work or promoting community-based change to address systemic barriers.
4. Social Justice competencies are demonstrated in the following CCE components:

Written Examination: Written professional Statement, Assessment Practice Summary, Assessment Practice Sample, Intervention Practice Summary, Intervention Practice Sample

Oral Examination: Candidate Presentation and Interview, Assessment Case Presentation, Assessment Case Discussion, Intervention Case Presentation, Intervention Case Discussion.

2.2 Written Examination Components

The written Examination is the first of two parts of the CCE. Its components, the Curriculum Vitae, Professional Statement, Written Assessment, and Intervention Practice Samples, are to reflect different aspects of the candidate's practice. Candidates are encouraged to submit practice samples that reflect their competence and expertise (typical rather than exemplary situations are expected) and that depict their interactive style in their professional context(s). For the Written Examination, all candidates must submit the following materials:

1. Curriculum Vitae
2. Professional Statement
3. Assessment Practice Summary
4. Assessment Practice Sample (Copy of a Psychological Assessment Report)
5. Intervention Practice Summary
6. Intervention Practice Sample and Session Transcript

2.2.1 Curriculum Vitae

Candidates provide a current Curriculum Vitae (CV) revised within six months of submitting Form A. The CV must detail the candidate's professional training, experiences, and contributions. The CV must include (but is not limited to): education and training background, professional roles and responsibilities, membership in professional organizations, professional contributions (e.g., service activities, publications, presentations, grants, volunteer work, etc.), any training on supervision and consultation,

and any involvement in advocacy and social justice related activities. Please use the CV template posted in the CCE folder in the Google drive Psy.D. Community Resource folder.

2.2.2 Professional Statement

The goal of the professional statement is to share your knowledge, skills, and attitudes, along with your short- and long-term goals for each of the ten competencies except assessment and intervention. The assessment and intervention competencies are evaluated in separate sections in your Written Examination. For the professional statement section of the Written Examination, candidates will respond to the following eight questions or prompts within approximately 10-12 pages (adhering to APA 6th Ed. Publication Manual). The sections represent the program's competencies but are presented in a slightly different order. It is highly recommended that throughout both the Written and Oral examinations, candidates review APA's Profession-Wide Competencies detailed in this chapter as well as the scoring criteria detailed in the CCE Handbook appendices.

1. **Professional Values, Attitudes, and Behaviors.** Discuss your current professional work and your professional goals. Be sure to focus on your current clinical experience and professional activities at the local, state, and national level; continuing professional education activities; short and long-term plans in psychology; and the reasons why you feel you are ready for clinical internship. Provide a description and examples of several methods you use to engage in reflective practice and professional self-assessment/self-care.
2. **Research.** Discuss how your understanding of research methods and techniques of data analysis informs your practice in areas such as evaluating client therapy progress and outcomes; critically reviewing psychological research; and contributing to research and scholarly activity, which may include presentations at conferences, participation in research teams, and/or submitting a manuscript for publication.
3. **Ethical and Legal Standards.** Describe in 1-2 paragraphs a challenging ethical dilemma encountered in your work as a Clinical Psychology student. Address what aspects of the APA Ethical Principles of Psychologists and Code of Conduct and law it related to and how you handled the dilemma. If applicable, address diversity considerations that arose in resolving this dilemma. What did you learn about yourself and the profession of psychology? At the end of this subsection, please indicate that no ethical/legal action has taken place since entering the Psy.D. Program by stating such in writing or discuss what action has taken place and its resolution.
4. **Individual and Cultural Diversity.** Share specific examples of awareness of individual and cultural diversity as pertinent to your scholarship, assessments, interventions, consultations, supervision/teaching (the latter only if applicable), and interpersonal interactions. How has your training and experience with diversity impacted you as a Clinical Psychology student?
5. **Communication and Interpersonal Skills.** Provide examples of the handling of complex interpersonal interactions in the domains of scholarship, assessment, intervention, consultation, and supervision/teaching (the latter only if applicable). How have these experiences impacted you as a Clinical Psychology student? Discuss your strengths and areas for improvement related to communication and interpersonal skills as well as your plans to improve.
6. **Supervision.** Discuss your experiences so far with clinical supervision. What has been the most helpful in your development and how will you work to ensure positive clinical supervision experiences moving forward?
7. **Consultation and Interprofessional/Interdisciplinary Skills.** Discuss your experiences so far consulting with others and/or working within interdisciplinary teams, whether formal or informal. Discuss your strengths and areas for improvement related to consultation, as well as your plans to improve.

8. **Social Justice.** Provide an example of how you have engaged in social justice through an awareness of the social, political, economic, or cultural factors that may impact human development. Consider the context of service provision and client contact to identify specific barriers to client improvement such as lack of access to resources.

2.2.3 Assessment Practice Summary

Discuss your assessment activities so far, including the assessments given, the tests involved, and your level of comfort with each. Consider the role of assessment supervision and how this impacted your skillset. Discuss these experiences by sharing how they have impacted your knowledge, skills, and attitudes in assessment and how they have shaped your work with clients. Include a discussion of your future goals for assessment and how you will deliberately work to improve the quality of assessment provided to your current and future clients.

2.2.4 Assessment Practice Sample

While the previous section is designed to explore your assessment practice in general, this section asks you to choose a single assessment case and present it to your committee to demonstrate your competence in this area. Your assessment will consist of two parts: the first is your assessment case presentation and the second is an actual psychological assessment report.

While the report and results should speak for themselves, candidates should present an overview for the assessment sample, including the following:

1. Contextual Statement: With dates of client/patient contacts, non-identifying descriptive information, presenting problem, brief history.
2. Assessment methods used (e.g., can add to assessment methods section from a retrospective perspective if so desired such as additional or alternative testing one might have used, and/or refer to the Psychological Assessment Report.
3. Rationale for procedures used.
4. Differential diagnostic considerations (e.g., how you ruled out and ruled in pertinent diagnoses).
5. Diagnostic impressions (e.g. full-DSM-4-TR or DSM-V diagnoses including 5 Axis if applicable) add to recommendation section from a retrospective perspective if so desired, and/or just refer to the Psychological Assessment Report.
6. Case formulation and discussion of the problem in terms of identified theory of practice and relevant research.
7. Recommendations (e.g., can add to recommendation section from a retrospective perspective if so desired, and/or just refer to the Psychological Assessment Report).
8. Discussion of the individual and cultural diversity and ethical/legal considerations involved.
9. Reflective comments on the candidate's own behavior and interpersonal interactions in the assessment sample.

Candidates must also submit a copy of an actual written Psychological Assessment Report, with all personal (client) identifying information redacted, of a client they evaluated preferably within 6 months but no more than 12 months of submitting the candidate Registration Form (Form A).

Format, style, and organization of psychological assessment reports vary widely and are often dependent on the reason for referral, clinical setting, agency policy, evaluation type, professional training and supervision experiences, and individual stylistic preferences. For examination purposes, examiners may consider any of the following:

1. Appropriate assessment methods and/or testing are selected considering the referral question(s), client's clinical presentation or presenting problem.
2. Appropriately uses, interprets, and integrates assessment data.
3. Assessment findings are used appropriately in the generation of a treatment plan.
4. Selection of assessment methods and/or tools considers ethnic, cultural, linguistic, and social class variables.
5. Are diagnostic formulations generally consistent with the assessment data?
6. Was the referral question(s) appropriately answered?
7. Overall professional quality of written work.

2.2.5 Intervention Practice Summary

Discuss your current intervention activities and both the theoretical and empirical basis for these activities. This should include a description of your professional theoretical orientation and a discussion of how researchers and theorists in the field have influenced you. If you call yourself integrative, describe at least three major themes in your integrative model and how they complement each other. Address ways in which your theoretical model informs your attitude toward individual and cultural diversity considerations as these impact your intervention work. Discuss your strengths in the realm of psychological intervention and therapy and your areas for improvement, along with your plan for improvement.

Provide an overview of your work up to this point, including work at your clinical practicum and pre-internship placements. Discuss these experiences by sharing how they have impacted your knowledge, skills, and attitudes as a clinician and how they have shaped your work with clients. Include a discussion of your future goals as a clinician and how you will deliberately work to improve the quality of care provided to your current and future clients.

2.2.6 Intervention Practice Sample

Provide a brief overview (up to 8 pages) of the individual therapy case being presented, including case conceptualization, diagnosis, treatment planning, and progress so far.

Discuss the interventions used with this client, how successful they have been, and how these relate to your theoretical orientation. What have you learned about your work as a therapist from working with this client? This section should conclude with a transcript of the 15-minute video clip that you will share with the committee. The session used for this intervention sample should have taken place no more than 12 months prior to submitting the Candidate Registration Form (Form A) and cannot be the same client as the assessment sample. In rare cases, using an intervention sample that took place more than 12 months prior may be allowed but this requires CCE Coordinator approval.

Examiners may ask questions about phase of treatment, about recent or future work with this client, or about your role as a therapist. The Written Intervention Practice Sample should address the four intervention planning questions:

1. Where was the client at the start of treatment? Discuss presenting problems, symptoms, diagnoses, etc. Discuss the role of individual and cultural diversity and any legal or ethical issues that impact the case.
2. How did they get there? Discuss client history and case conceptualization.
3. Where should they be? Discuss client goals, how they were determined, and how they will be measured and adjusted.

4. How do they get there? Discuss the treatment plan developed for this client and its theoretical and empirical rationale. Provide context for the intervention sample: dates of candidate/client contact, current session number in total sequence, evaluation of progress, etc.

A self-reflective analysis of the candidate's own behavior and interpersonal interactions in the sample should also be included. This will be focused on the candidate and should include a discussion of strengths, areas for improvement, and insights gained from working with this client.

For clients outside of the AUS Community Clinic, a signed Voluntary Consent Agreement (Form E), or its equivalent, is required. You will not submit this form with your CCE but will indicate that the form has been signed and placed in the client's file. If you are presenting a case from the Antioch Community Clinic, you do not need to include this form as consent is included in the initial clinic paperwork. The candidate may be queried as to how they handled the issues of confidentiality, informed consent, and privacy with the client.

The video clip will not be included in the Written Examination but will instead be shown during the Oral Examination. Candidates will include a transcript of the clip in the Written Examination immediately following their discussion of the case.

2.3 Oral Examination Components

The Oral Examination is a competency-based exercise that should be collegial in nature. The examination team is expected to explicitly address each competency domain with the candidate. Within each segment, there is room for variation according to the judgment of the examination team. Many topics will be inter-woven throughout the examination, and flexibility should be allowed if relevant to the discussion. A topic may receive more cursory exploration in the scheduled time segment if it has been sufficiently covered earlier. It is often useful to use hypothetical examples or situations to determine whether the candidate meets the criteria for passing each competency domain. The overall structure and timeline for the oral exam is outlined in Appendices 3 and 4. The Oral Examination is conducted in six sections as outlined below:

1. Candidate Presentation and Interview
2. Assessment Case Presentation
3. Assessment Case Discussion
4. Intervention Case Presentation
5. Intervention Case Discussion
6. Ethical Vignette

2.3.1 Candidate Presentation and Interview

The first part of the Oral Examination, after introductions and welcome, is the candidate presentation. Since the committee has already read and evaluated the Written Examination, candidates do not need to review that in its entirety. Instead, candidates should prepare a 5-minute self-introduction that provides an overview of the candidate's work so far in the Clinical Psy.D. program.

The candidate's Assessment and Intervention Samples are included in the Oral Examination as separate sections, so candidates do not need to address these in any detail at this point. However, the candidate should address both assessment and intervention in general, including their experiences, their goals for continued improvement, and the role these activities may play in their future practice.

Through review and questioning of the candidate's Written Examination and Oral Presentation, the evaluation committee may involve the following questions or prompts:

1. Provide evidence for the ways in which you utilize or contribute to the current science base by addressing one of the following two points:
    a. Provide an example of the handling of complex interpersonal interactions in the domains of assessment, supervision, or consultation.
    b. Discuss the evidence base that informs your practice, including how you determine if your activities are effective.
2. Describe your professional theoretical orientation and a discussion of how researchers and theorists in the field have influenced you.
    a. If you call yourself eclectic or integrative, describe at least three major themes in your eclecticism or integrative model.
    b. How does your theoretical model inform your attitude toward individual and cultural diversity considerations as these impact your assessment?
3. Share specific example of your awareness of individual and cultural diversity as pertinent to your work.
4. How does advocacy or social justice inform your practice?
5. May ask about: (a) participation in the profession; (b) current, significant issues facing the profession; (c) continuing professional education, and (d) advocacy experiences.

2.3.2. Assessment Case Presentation

Candidates have already provided a detailed overview of the assessment case, and the actual assessment report was included in the candidate's Written Examination. For this reason, candidates do not need to repeat this information in its entirety but should provide a brief (about 10 minute) overview of the assessment case. The goal is to introduce the assessment and presenting problem or assessment question, discuss the context of the case, discuss the goals and procedures, and the outcome of the assessment and recommendations. The examiners may ask questions as the candidate presents the case or may wait until the end of the Assessment Case Presentation. These are part of the Assessment Case Discussion and are included in the next section.

2.3.3 Assessment Case Discussion

The Assessment Case Discussion is designed as a collegial discussion of an actual case. After (or during) the candidate's Case Presentation, the examiners will ask questions, request clarification, or otherwise engage the candidate in a discussion of the assessment case. The goal of this discussion is not only to evaluate the candidate's knowledge, skills, and attitudes regarding assessment in general and this assessment case specifically, but also to learn about how the candidate incorporates assessment into their work, how it informs what they do, how they will continually develop their knowledge and skills, and the role assessment might play in the candidate's future as a psychologist.

Questions or prompts used by examiners to dive deeper into the candidate's assessment case and assessment work in general may include those below. Additional possible questions are included in Appendix C: Schedule Guidelines for Oral Examination with Rubrics and Possible Questions.

1. Explain your differential diagnostic considerations of your written Assessment Practice Sample.
2. What are some possible ethical and legal issues relevant in this case?
3. What is the impact of cultural variables in this case?
4. When might you seek additional consultation on this case?
5. What other types of assessment could have been used in this case?

6. What other possible recommendations were considered or could have been considered?
7. What did you learn from this case about your knowledge and skills in assessment?
8. How will you continue to improve your practice?
9. What role might assessment play in your future as a psychologist?

2.3.4. Intervention Case Presentation

Candidates provide an oral presentation that briefly summarizes their Intervention Practice Sample and introduces their recorded treatment session. Since there is a more detailed introduction and discussion in the Written Examination, candidates only need to briefly introduce the client and the video session. This brief introduction should be no longer than 5 minutes and should be used to provide context to the video session, explain why this session was chosen, and how the session fits with the client's treatment. The Intervention Practice Sample must include a video/audio recording and verbatim transcription of the candidate's professional work.

1. The video/audio recording needs to be approximately 15 minutes in duration or stored on an encrypted & password protected USB or other storage device, and playable both through Windows Media Player and Apple QuickTime.
2. The session should be deleted after passing the CCE exam. The session recording should be no more than 12 months prior to submission of the CCE packet. If not possible, recording from an earlier time is permissible with prior written permission from the CCE Coordinator.
3. Any candidate having difficulty obtaining permission to video at an external pre-internship site should contact the Director of Clinical Training (DCT) and inform the CCE Coordinator. The program will attempt to facilitate resolution.
4. To preserve a specific recorded session(s) in the AUS Clinic for the CCE exam, the student should follow the clinic's policy for doing so during their tenure at the clinic. Doing so will help ensure that a video recording does exist in the case that videotaping at subsequent placements becomes problematic.
5. The candidate will provide a recorded Practice Sample reflecting the Intervention competency domain. The recorded practice sample will depict an unrehearsed intervention (any modality) drawn from typical clinical practice.
6. The candidate and client should be visible on the recording. The recording shall continuously provide audible and visible interactions between the candidate and client, and discernable/good audio and video quality is essential.
7. The entire 15-minute segment may or may not be played during the oral examination. The length of the video played during the CCE Oral examination is at the discretion of the committee members.
8. Voluntary Consent Agreement (Form E) or the equivalent must be obtained by the candidate and maintained in the client's file. Candidates include a brief attestation that written informed consent was secured. It is suggested that the consent form be obtained as part of the recording process. This includes the explanation of the nature and purpose of the Examination, the fact that those involved in the examination process will review the Practice Sample. Candidates should take great care to remove all identifiers from all materials, including test protocols.

2.3.5 Intervention Case Discussion

This portion of the exam is designed to evaluate the candidate's ability to use theory and research to formulate a treatment case and focuses on the clinical case write-up provided by the candidate (see Practice Sample section above for details). Information from both the Written Examination and Oral Case Presentation and sample video will be examined.

Candidates are not expected to present a perfect video session but are expected to critique their work and be open to examining areas of strength and areas in need of further development. Candidates may be asked questions like those below. Additional possible questions are included in Appendix C: Schedule Guidelines for Oral Examination with Rubrics and Possible Questions.

1. Elaborate on how you arrived at your theoretical conceptualization of this case.
2. Formulate the case from another theoretical position.
3. What are some possible ethical issues that might arise in this case?
4. What is the impact of cultural variables in this case?
5. What are your strengths in formulating this case?
6. What are your weaknesses in formulating this case?
7. What do you need to learn to be more effective in this case?
8. What is your opinion about the prognosis for this case? Why?
9. When might you seek additional consultation on this case?
10. What was your purpose or intent in doing that intervention?
11. Was the intervention successful? Why or why not?
12. What other interventions might be considered for this moment?
13. What does the psychology literature say about cases like this one?
14. How did you evaluate the progress (or lack of progress) in this case?
15. How do your intervention strategies relate to your theoretical formulation?
16. How would you rate your work during this session? Why?
17. What are your strengths as a clinician? How are they shown in this session?
18. What are your weaknesses as a clinician? How are they shown in this session?
19. What has been hardest about working with this client? How is that evident in this session?
20. What has been most enjoyable about working with this client? How is that evident in this session?
21. What intervention strategies did you think about using but didn't employ? Why?
22. How would you describe your relationship with this client?
23. What would you change about this session, if you could?
24. What did you learn about yourself as a therapist?

2.3.6 Ethical Vignette

The Ethical Vignette Exercise consists of two parts:

1. Discussion of an ethical dilemma presented in the candidate's Written Examination.
2. Candidate Presentation and subsequent discussion of the ethical vignette (pulled from a standardized pool of ethical vignettes maintained by the CCE Coordinator).

Administration of Ethical Vignette Exercise

1. The candidate is handed the selected ethical vignette and given 10 minutes in private to consider any pertinent clinical, ethical, and legal standards (be sure the candidate receives the "Candidate's Copy" of the vignette that does not contain the annotated clinical issues and ethical and legal standards).
2. No outside materials can be used to aid the candidate during this section of the Oral Examination.
3. The examination team explores the candidate's responses to the vignette.
4. The examining team does not necessarily expect a "right" answer but anticipates that the candidate will present relevant options and demonstrate the ability to thoughtfully weigh them in the light of the APA ethical principles and standards, professional practice standards, and relevant legal statutes as annotated on the examiner's copy of the vignette.

5. The candidate may also be asked by the examining team to discuss the candidate's ethical vignette from the Professional Statement in the same manner.
6. Candidates may also be asked about their use of consultation and supervision in ethical decision-making.
7. A second vignette may be given to the candidate if more information is needed to assess ethical competence.
8. At the conclusion of the Oral Examination, the committee collects all copies of the ethical vignettes and returns them to the CCE Coordinator. The use of each ethical vignette will be tracked on Form C so that in the case of a candidate's failure, a new vignette will be used for re-examination.
9. Examiners and candidates are reminded to treat the ethical vignette material as confidential.

To maintain the integrity of the CCE and the Oral Examination, candidates will keep the content of the ethical vignette confidential. This too is an ethical issue. Candidates are free to discuss any other aspect of their CCE.

Sample Vignette Exercise

A sample of the Vignette Exercise has been provided below to assist candidates in adequate preparation for this component of their CCE. Candidates may expect their examiners to ask the following questions and accept similar response styles as they pertain directly to the specific vignette administered to the candidate.

Sample Vignette:

Ellie is an eighteen-year-old who was referred to you for psychotherapy. During the intake you discover that she just moved here for her first year of college four months ago. While she's glad to be away from her parents, she misses her little sister, Katie, and worries about whether Katie is doing okay without her at home. Ellie worries daily about her sister and about her peer relationships and her class performance. Whenever she worries, her thoughts spiral out of control, she feels dizzy, and struggles to breathe. You express your empathy for Ellie's situation and begin to work with her to define treatment goals.

Toward the end of the session you notice she appears rigid and uncomfortable. With five minutes to spare, Ellie blurts out that she's never told anyone before, but her father would become physically violent toward her when she disappointed him, and now that she is no longer living at home Ellie worries that her father will begin to treat her sister this way too. She mentions that she would like to talk next time about how to keep her sister safe and thanks you for being such a trustworthy person to tell her secret to.

Examples of Questions and Ideas for Acceptable Responses

1. Discuss the ethical principles and standards that relate to this scenario.
   Principle A: Beneficence and Nonmaleficence; Principle D: Justice; Principle E: Respect for People's Rights and Dignity; 3.04 Avoiding Harm; 3.10 Informed Consent; 4.02 Discussing the Limits of Confidentiality; 4.05 Disclosures; 10.01 Informed Consent to Therapy.
2. How might the ethical concerns in this vignette impact your diagnostic assessment of this client?
   Consider the impact of abuse/trauma on development and/or diagnosis; assess for suicidality.
3. How would the ethical concerns in this vignette impact your treatment plan with this client?

Prioritize safety concerns and mandated reporting; reviewing informed consent and mandated reporting laws with client; focus on building therapeutic alliance and mitigating potential rupture.

4. The candidate may also be asked clinical questions about the vignette, such as:
   Discuss your hypotheses regarding this client's diagnosis;
   Generalized Anxiety Disorder; Social Anxiety Disorder; Adjustment Disorder; Disorder; Unspecified Trauma- and Stressor-Related Disorder; Unspecified Anxiety; Disorder; Child Physical Abuse (V-code)
5. How would you begin treatment with this client?
   Cognitive-behavioral approaches: teach the cognitive triangle, physiological relaxation, cognitive restructuring, exposure treatment, mindfulness, anxiety psychoeducation, identify core beliefs; Humanistic approaches: provide unconditional positive regard, build client congruence, externalize anxiety; Psychodynamic approaches: explore patterns of anxiety in family, identify transference in relationships, identify maladaptive patterns recreated in therapist-client relationship, cultivate insight around maladaptive patterns/defense mechanisms, model and practice adaptive interpersonal behaviors in therapy.
6. What additional information would you want to know to form your diagnostic assessment and treatment plan?
   Personal and cultural factors such as: history of anxiety patterns, daily functioning, what does the client want to change? Coping skills, prior therapy or diagnoses, current medications, suicidality.

Additional possible questions can be found in Appendix C: Schedule Guidelines for Oral Examination with Rubrics and Possible Questions.

Once this final component of the Oral Examination is complete, the examiners will retrieve the ethical vignette from the client and wrap up the exam. No information about the candidate's performance will be shared at this point. Once the exam ends, the candidate is free to share any aspect of the exam with others except for the ethical vignette, which must remain confidential to maintain the integrity of the exam. More information about professionalism prior to, during, and after the CCE is discussed in the section below.

2.4 Professional Conduct & Disability Accommodations

Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based on the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one's own academic efforts and respectful treatment of the academic efforts of others.

All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy and the Student Conduct Policy. Academic, student, and other university policies are available online: http://aura.antioch.edu/au_policies/

In addition to the CCE requirements, students are responsible for abiding by the description of professional behavior described in the Student Code of Conduct found in the Antioch University Student Handbook. As psychologists-in-training, students in the doctoral program are expected to uphold the

Ethics Code of the American Psychological Association. The following AUS policies apply to all CCE candidates:

1. **Plagiarism:** Plagiarism is defined as presenting an idea or product as one's own when it is derived from another source and presented without credit to the original source. "Idea or product" includes not only written work, but also artwork, images, performances, or ideas expressed orally or via an electronic or other medium. Refer to the AUS Catalogue for full policy guidelines.
2. **Student code of conduct:** All students are expected to adhere to the AUS and PsyD program code of conduct. See AUS Student Handbook and the Psy.D. Student Handbook for details.
3. **Communication protocol:** All students must have access to computer technology. The CCE Coordinator and examination team members maintain communication, coordination, and acceptance of exams through email
    a. Students are required to check their AUS email accounts at least weekly and are responsible for being aware of information sent regarding the CCE.
    b. To comply with confidentiality of student records and system security requirements, official email communication with AUS, including email between students and instructors, should originate and be conducted within the AUS email server. Students must not initiate email communication with AUS faculty/staff members via students' personal email accounts.
4. **Reasonable accommodation for students with disabilities:** Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the CCE process as possible (and is required prior to submission of written materials), since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

    For more information, please contact: Tiffany Mathews, Director of Disability Student Service (tmathews@antioch.edu) or you may visit the **Office of DSS website** to learn more about the process of initiating a request for accommodations and **meet your DSS Coordinator**. View **University Policy 6.101 Disability Support Services** for more information. For general inquiries, please email **DSS@antioch.edu**
5. **Student disclosure of personal information:** Some aspects of the CCE may necessitate students to share personal information during the exam or in written papers. If any part of the exam infringes on areas prohibited in Standard 7.04, please discuss alternative assignments with the CCE Coordinator or examination team chair.
6. **The Ethical Principles of Psychologists and Code of Conduct 2002; Standard 7.04 Student Disclosure of Personal Information:** Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities; either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others.

Part 3: Outcomes, Remediation, and Appeals

3.1 Possible Outcomes of the CCE

The CCE is a Pass/Fail competency-based examination. Candidates must demonstrate competence at a level appropriate for beginning interns across all profession-wide competencies and all applicable examination components. Candidates must pass all aspects of the Written Examination to proceed to the Oral Examination and must pass all aspects of the Oral Examination to pass the CCE. A Fail for any required competency or component results in failure of the CCE.

3.2 Policy on Failing the CCE

First Examination Failure

A candidate who fails the initial CCE must reapply to take the examination in the following academic year and may not retake the CCE in the same academic year. The candidate will receive feedback from the examination team and an opportunity to complete required revisions and/or remediation. When the nature or extent of the deficiencies warrants formal remediation, a Student Academic and Disciplinary plan (SAD) may be issued by the examination team, academic advisor, and/or Director of Clinical Training (DCT). The remediation plan is to be shared with the student within two weeks of notification of CCE failure. All remediation must be completed satisfactorily before a second attempt.

Second Examination Failure

A second failure of the CCE results in dismissal from the program. A candidate who fails the CCE twice may not repeat the examination.

3.3 Feedback and Remediation Following Failure

When a candidate fails the Written or Oral Examination, the examination team records the failure on Form B or Form C. The rationale must identify the competencies and components that were failed and explain the basis for the decision, including the candidate's current strengths and the improvements required.

In collaboration with the candidate and faculty advisor, and with other program personnel as appropriate, the committee develops a remediation plan describing what must be completed before the candidate is eligible to retake the CCE in the following academic year. Remediation may include additional clinical training, coursework, assessments, or other activities necessary to demonstrate readiness. The plan should be completed as quickly as possible and should be clear and behaviorally anchored.

3.4 Student Appeal Procedures

The Appeals Committee will be chaired by the Psy.D. Program Chair or the Director of Clinical Training (DCT) if the Psy.D. Program Chair was on the candidate's examination team. The Appeals Chair appoints an ad hoc committee to review the merits of the appeal. An appealable decision shall not be final until the appeal process has been completed.

Appealable Decisions

The following decisions of the CCE may be appealed:

1. Denial of meeting eligibility to sit for the CCE (Candidacy Determination).

2. If the candidate demonstrates (by clear and convincing evidence) that there was a procedural error in administration of the exam.

Filing an Appeal

The candidate may challenge an appealable decision within 30 days of the receipt of written notice of that decision. The candidate must specify the grounds on which the appeal is made using Form F: Student/Candidate Appeal Form. The alleged grounds must be numbered and must be a violation of the examination procedures. The appeal should be addressed to the Psy.D. Program Chair or DCT (if the Psy.D. Chair is an examination team member related to the appeal) who will serve as the Appeals Chair. The Appeals Chair will appoint two licensed faculty to an *ad hoc* Appeals Committee.

Score and Conduct of Appeal

The procedural issues addressed by the Appeals Committee shall be limited to those stated in the appeal request letter and which meet the requirement of an appealable procedural issue. The Appeals Committee shall implement a process of review primarily based on information before the original examination committee at the time of the decision. The Appeals Committee may seek further information from the exam chair and other examination team members or others as appropriate to the issues raised. The process is not a *de novo* review, but a review of the challenge to the examination team's decision. The Appeals Committee shall confer as soon as possible upon the Psy.D. program's receipt of the candidate's letter requesting an appeal and shall complete its review and decision addressing each issue(s) raised by the appellant, within 60 days. Failure to complete the review in the 60-day period shall move the appeal to the Dean, School of Counseling, Therapy and Psychology for resolution.

Decision and Report of Appeal Committee

The decision of the examination team should be affirmed unless there was a failure by the examination team to adhere to its procedures. In any case, the procedural error would have to be such that it may substantially affect the decision. If the candidate demonstrates by clear and convincing evidence that there was a procedural error that harmed the candidate in a material way, the committee shall provide a remedy. The remedy will ordinarily be to void the CCE being appealed, and offer a new examination, or to refer the matter back to the examination team. The new examination team formed for reexamination will remain blind to the reasons for past failure of the candidate. From the time the examination team is established, the exam must be held within 30 days, as stated in the letter from the CCE Coordinator. In extraordinary circumstances, another remedy may be provided. The Appeals Committee, however, may not "pass" a candidate or re-grade an examination. The report of the Appeals Committee shall address each issue raised by the candidate and its decision related thereto and the basis for that decision. The report shall be forwarded to the Psy.D. Program Chair through the Appeals Committee Chair. The report shall then be forwarded to the candidate under the Psy.D. Program Chair's signature on AUS stationary.

Part 4: Examiner Guidance

4.1 Examiner Role and Conduct

The CCE is to be conducted in a courteous, professional, and collegial manner consistent with this handbook. Examiners are responsible for protecting candidate welfare, maintaining the confidentiality of Practice Samples, and preserving the integrity of the examination. Because candidates may experience substantial evaluation anxiety, examiners should create a professional and supportive environment in which the candidate has a fair opportunity to demonstrate clinical competence.

4.2 Scoring Responsibilities

Before evaluating a candidate, examiners must review this handbook and become familiar with the examination process, timeline, and scoring criteria. The CCE is a competency-based Pass/Fail examination. Both examiners must rate the candidate as passing all required competencies across all applicable Written and Oral Examination components for the candidate to pass the CCE.

Examiners use Form B for the Written Examination and Form C for Final Examination Results and Feedback (after oral exam). The detailed criteria used to determine passing performance are contained in Appendices 1 and 2. Examiners should use those criteria rather than creating additional or informal grading standards. If additional information is needed during review of the Written Examination, examiners may contact the candidate directly and should include the CCE Coordinator when appropriate. All official scoring forms are submitted to the CCE Coordinator **only**, according to the deadlines in Appendix 3.

4.3 Examiner Training and Standardization

New examiners are expected to review the handbook in detail before evaluating Written Examinations or conducting Oral Examinations. New examiners are paired with a senior examination member, often referred to as the committee chair, who orients the new examiner to the process and expectations. All faculty members are expected to review handbook revisions. Committee members are encouraged to discuss the process and provide feedback to one another and to the CCE Coordinator to support ongoing standardization and quality improvement.

Part 5: CCE Forms and Appendices

CCE forms are published as separate documents. The descriptions below clarify the purpose of each form; the current form itself should be used when completing or submitting CCE materials.

Form A: Candidate Registration
Begins the CCE process. The student and faculty advisor verify that prerequisites have been met. After approval by the CCE Coordinator, the student is considered a CCE Candidate.

Form B: Written Exam Feedback
Completed by each examiner to document whether the Written Examination demonstrates competency across required domains. A Pass from both examiners is required to proceed to the Oral Examination. The form is released to the student at the end of the examination process.

Form C: Exam Results and Feedback
Completed by each examiner to provide overall feedback and indicate the final CCE result. A Pass from both examiners is required to pass the CCE.

Form D: Candidate Feedback
Optional candidate feedback regarding the examination and process. Candidate feedback contributes to the program's annual review of the CCE.

Form E: Voluntary Consent Agreement
Used when a candidate presents a client from outside the AUS Psychology and Community Clinic. Candidates should obtain CCE Coordinator approval before registering if they plan to use an outside client. The signed consent is retained in the client record rather than submitted with the CCE.

Form F: Candidate Appeal
Used by a candidate who wishes to appeal an appealable CCE decision on procedural grounds. See Part 3 for the appeal requirements and deadlines.

Appendix 1: Written Examination Scoring Rubrics by Examination Component
Used by faculty to assess the written CCE

Appendix 2: Oral Examination Scoring Rubrics by Examination Component
Used by faculty to assess the oral CCE

Appendix 3: Clinical Competency Examination Timeline
(Used by student to plan for CCE various deadlines)

Appendix 4: Oral Examination Schedule Guidelines
(Used by student and faculty in oral exam)

Form A
Request for Clinical Competency Examination (CCE)

Candidate Name:	**Academic Year of Exam:**

Eligibility and Request Procedures

1. Students must submit this completed, fully signed, registration form to the CCE Coordinator no later than **12pm PT on the Tuesday of Week 4** prior to the administration of the CCE they wish to sit. Students should allow faculty advisors sufficient time to review eligibility and to sign this form prior to its due date.

2. If approved to take the exam, by the faculty advisor & CCE administrator, students then submit the Clinical Oral Examination packages to the CCE coordinator at least Four (4) WEEKS prior to exam date. The Clinical Oral Examination is conducted once a year at the end of spring term (quarter: week 12; trimester: to be determined).

Required Prerequisites for CCE (check that the following have been completed)

(Check)

- ☐ Completion of intervention sequence (PSYC7010, 7800, 7820, 7840, 7910, 7920, 7930).
- ☐ Completion of assessment sequence (PSYC 7350, 7110, 7130, & 7170, 8035).
- ☐ Completion of <u>at least</u> 300 practicum hours and 300 pre-internship hours

As the student's faculty advisor, I verify this candidate has met the above criteria and is eligible to sit for the Clinical Competency Exam.

Advisor Name:	Advisor Signature:	Date:

As a student in the Clinical PsyD Program, I am registering as a candidate to sit for the Clinical Competency Exam (CCE).

Student stated theoretical orientation:	Student Signature:	Date:

CCE Coordinator signature:	Date:

Notes/Comments:

NOTE: Please email the CCE Coordinator if you require accommodations through the DSS office.

Appendix 1
Written Examination Scoring Rubric by Examination Component
(Used by faculty to assess the written CCE)

1. Research					
Curriculum Vitae	Written Professional Statement	Assessment Practice Summary	Assessment Practice Sample	Intervention Practice Summary	Intervention Practice Sample
N/A	N/A	N/A	N/A	N/A	N/A

2. Ethical and legal standards					
Curriculum Vitae	Written Professional Statement	Assessment Practice Summary	Assessment Practice Sample	Intervention Practice Summary	Intervention Practice Sample
N/A	Recognizes ethical dilemmas as they arise and applies ethical decision- making processes to resolve the dilemmas.	Demonstrates knowledge of and acts in accordance with APA Ethical Principles, relevant laws, regulations, rules, and policies, and other professional standards and guidelines.	N/A	Demonstrates knowledge of and acts in accordance with APA Ethical Principles, relevant laws, regulations, rules, and policies, and other professional standards and guidelines.	N/A

3. Individual and cultural diversity					
Curriculum Vitae	Written Professional Statement	Assessment Practice Summary	Assessment Practice Sample	Intervention Practice Summary	Intervention Practice Sample
N/A	Demonstrates an understanding of how the Candidate's own personal cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	Demonstrates 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). Possess knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities.	Demonstrates ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	Demonstrates 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). Possess knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities.	Demonstrates ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.

4. Professional values, attitudes, and behaviors					
Curriculum Vitae	Written Professional Statement	Assessment Practice Summary	Assessment Practice Sample	Intervention Practice Summary	Intervention Practice Sample
Behaves 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.	Behaves 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.	Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.	Responds professionally to complex situations at an appropriate developmental level.	Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.	Responds professionally to complex situations at an appropriate developmental level.

5. Communication and interpersonal skills					
Curriculum Vitae	Written Professional Statement	Assessment Practice Summary	Assessment Practice Sample	Intervention Practice Summary	Intervention Practice Sample
N/A	Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	Demonstrates a thorough grasp of professional language and concepts. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated. Demonstrates a thorough grasp of professional language and concepts.	Demonstrates a thorough grasp of professional language and concepts. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated. Develops and maintains effective relationships with others.

6. Assessment					
Curriculum Vitae	Written Professional Statement	Assessment Practice Summary	Assessment Practice Sample	Intervention Practice Summary	Intervention Practice Sample
Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	N/A	Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment. Identifies and incorporates relevant diversity characteristics of the service recipient. Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization n, classification, and recommendation ns, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment. Identifies and incorporates relevant diversity characteristics of the service recipient. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	N/A	N/A

7. Intervention					
Curriculum Vitae	Written Professional Statement	Assessment Practice Summary	Assessment Practice Sample	Intervention Practice Summary	Intervention Practice Sample
Develops evidence-based intervention plans specific to the service delivery goals.	N/A	N/A	N/A	Develops evidence-based intervention plans specific to the service delivery goals. Implements 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. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.	Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking. Establishes and maintains effective relationships with clients.

8. Supervision					
Curriculum Vitae	Written Professional Statement	Assessment Practice Summary	Assessment Practice Sample	Intervention Practice Summary	Intervention Practice Sample
N/A	Demonstrates knowledge of the role and importance of supervision in the training of psychologists.	Demonstrates knowledge of the role and importance of supervision in the training of psychologists.	N/A	Demonstrates knowledge of the role and importance of supervision in the training of psychologists.	N/A

9. Consultation and interprofessional/interdisciplinary skills					
Curriculum Vitae	Written Professional Statement	Assessment Practice Summary	Assessment Practice Sample	Intervention Practice Summary	Intervention Practice Sample
N/A	Demonstrates knowledge and respect for the roles and perspectives of other professions.	Demonstrates knowledge and respect for the roles and perspectives of other professions.	N/A	Demonstrates knowledge and respect for the roles and perspectives of other professions.	N/A

10. Social Justice					
Curriculum Vitae	Written Professional Statement	Assessment Practice Summary	Assessment Practice Sample	Intervention Practice Summary	Intervention Practice Sample
N/A	Applies knowledge and awareness of their historically situated social location and privileged social domains/identities to confront the dynamics of power and privilege in interpersonal and institutional settings. Embodies the role of a change agent by engaging in advocacy at the individual or institutional levels.	Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression. Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training.	Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression.	Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression. Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training.	Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression.

Appendix 2
Oral Examination Scoring Rubric by Examination Component
(Used by faculty to assess the oral CCE)

1. Research					
Curriculum Vitae	Written Professional Statement	Assessment Practice Summary	Assessment Practice Sample	Intervention Practice Summary	Intervention Practice Sample
N/A	N/A	N/A	N/A	N/A	N/A

2. Ethical and legal standards					
Candidate Presentation & Interview	Assessment Case Presentation	Assessment Case Discussion	Intervention Case Presentation	Intervention Case Discussion	Ethical Vignette
Conducts self in an ethical manner in all professional activities, including the Clinical Competency Examination.	Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes to resolve the dilemmas.	Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas.	Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in order to resolve the dilemmas.	Recognizes ethical dilemmas as they arise and applies ethical decision-making processes in to resolve the dilemmas.	Recognizes ethical dilemmas as they arise and applies ethical decision-making processes to resolve the dilemmas. Demonstrates knowledge of and acts in accordance with APA Ethical Principles, relevant laws, regulations, rules, and policies, and other professional standards and guidelines.

3. Individual and cultural diversity					
Candidate Presentation & Interview	Assessment Case Presentation	Assessment Case Discussion	Intervention Case Presentation	Intervention Case Discussion	Ethical Vignette
Demonstrates 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). Demonstrates an understanding of how the Candidate's own personal cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	Demonstrates 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. Demonstrates ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Demonstrates an understanding of how the Candidate's own personal cultural history, attitudes, and biases may affect how they understand, and interact with people different from themselves	Demonstrates 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. Demonstrates ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. Demonstrates an understanding of how the Candidate's own personal cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.	Demonstrates 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).

4. Professional values, attitudes, and behaviors					
Candidate Presentation & Interview	Assessment Case Presentation	Assessment Case Discussion	Intervention Case Presentation	Intervention Case Discussion	Ethical Vignette
Behaves 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.	Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.	Demonstrates openness and responsiveness to feedback and supervision.	Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.	Demonstrates openness and responsiveness to feedback and supervision.	Responds professionally to complex situations at an appropriate developmental level.

5. Communication and interpersonal skills					
Candidate Presentation & Interview	Assessment Case Presentation	Assessment Case Discussion	Intervention Case Presentation	Intervention Case Discussion	Ethical Vignette
Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated. Demonstrates a thorough grasp of professional language and concepts. Develops and maintains effective relationships with others.	Demonstrates a thorough grasp of professional language and concepts. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	Produces and comprehends oral, nonverbal, and written communication s that are informative and well-integrated. Demonstrates a thorough grasp of professional language and concepts. Develops and maintains effective relationships with others.	Demonstrates a thorough grasp of professional language and concepts. Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	Demonstrates effective interpersonal skills and the ability to manage difficult communication well.

6. Assessment					
Candidate Presentation & Interview	Assessment Case Presentation	Assessment Case Discussion	Intervention Case Presentation	Interventio n Case Discussion	Ethical Vignette
N/A	Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics. Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment. Identifies and incorporates relevant diversity characteristics of the service recipient. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences. Interprets 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.	Identifies and incorporates relevant diversity characteristics of the service recipient. Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	N/A	N/A	N/A

7. Intervention					
Candidate Presentation & Interview	Assessment Case Presentation	Assessment Case Discussion	Intervention Case Presentation	Intervention Case Discussion	Ethical Vignette
Develops evidence-based intervention plans specific to the service delivery goals.	N/A	N/A	N/A	Develops evidence-based intervention plans specific to the service delivery goals. Implements 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. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking. Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.	Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking. Establishes and maintains effective relationships with clients.

8. Supervision					
Candidate Presentation & Interview	Assessment Case Presentation	Assessment Case Discussion	Intervention Case Presentation	Intervention Case Discussion	Ethical Vignette
Demonstrates knowledge of the role and importance of supervision in the training of psychologists.	Demonstrates knowledge of the role and importance of supervision in the training of psychologists.	Demonstrates knowledge of the role and importance of supervision in the training of psychologists.	Demonstrates knowledge of the role and importance of supervision in the training of psychologists.	Demonstrates knowledge of the role and importance of supervision in the training of psychologists.	N/A

9. Consultation and interprofessional/interdisciplinary skills					
Candidate Presentation & Interview	Assessment Case Presentation	Assessment Case Discussion	Intervention Case Presentation	Intervention Case Discussion	Ethical Vignette
Demonstrates knowledge and respect for the roles and perspectives of other professions.	Demonstrates knowledge and respect for the roles and perspectives of other professions.	Demonstrates knowledge and respect for the roles and perspectives of other professions.	Demonstrates knowledge and respect for the roles and perspectives of other professions.	Demonstrates knowledge and respect for the roles and perspectives of other professions.	N/A

10. Social Justice					
Curriculum Vitae	Written Professional Statement	Assessment Practice Summary	Assessment Practice Sample	Intervention Practice Summary	Intervention Practice Sample
Applies knowledge and awareness of their historically situated social location and privileged social domains/identities to confront the dynamics of power and privilege in interpersonal and institutional settings. Embodies the role of a change agent by engaging in advocacy at the individual or institutional levels.	Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression. Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training.	Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression. Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training	Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression. Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training	Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression. Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training.	N/A

Appendix 3
Clinical Competency Examination Timeline
(Used by student to plan for CCE various deadlines)

Week	Timelines
1-2-3	Candidates complete FORM A and secure advisor signature.
4	• Email your CCE Candidate Registration (FORM A) with your advisor signature to the CCE Coordinator no later than 12:00 noon PT on the Tuesday 8 weeks prior to the exam. • Committees are developed and details are emailed to all parties.
5-6-7	• Candidates finalize their written examination.
8	• Candidates Written Examination is emailed to the CCE Coordinator no later than 12:00 noon PT on Tuesday of Week 8. • CCE administrator sends exam materials to faculty assigned faculty members.
9	• Examiners finalize their written exam feedback.
10	• Committee Members email their Written Exam Feedback (FORM B) to the CCE Coordinator **ONLY** by the end of day on Tuesday of Week 10. • A PASS from both examiners indicates approval to move to the oral exam. A FAIL from either examiner indicates a FAIL for the CCE and ends the CCE process.
11	• Candidates prepare for the oral exam.
12	• Oral Examinations are held on Tuesday and Thursday, once a year **(June 22nd and 24th for 2027)** at 9:00am-noon, or 1:00pm – 4:00pm.
13	• Committee Members email their Exam Results and Feedback (FORM C) to the CCE Coordinator only by the end of the day on Tuesday of Week 13. • The CCE Coordinator will gather forms and inform candidates of their results. • A PASS from both examiners indicates passage of the CCE. A FAIL from either examiner indicates failure of the CCE and ends the CCE process. • The CCE Coordinator will track the process and collate and forward respective documents to each candidate and to the data coordinator for record keeping purposes at the end of the exam.

Appendix 4: Oral Examination Schedule Guidelines

(Used by student and faculty in oral exam)

	ACTIVITY	TIME
HOUR 1	**Welcome**. Examination team welcomes candidate and discusses process and expectations for the oral examination.	~5 min.
	Candidate Presentation. Candidate will provide a brief prepared overview of their professional background and clinical experience.	~5 min.
	Candidate Interview. Committee and candidate will discuss the candidate's professional background and clinical experience.	~15 min.
	Assessment Case Presentation. Candidate will provide an overview of their clinical training and experience related to assessment (~5 min). Candidate will provide a brief (~5 min) overview of the case used for the Assessment Practice Sample and the outcome of assessment.	~10 min.

Break. Candidate should not be asked to work.	5 min.

	ACTIVITY	TIME
HOUR 2	**Intervention Case Presentation**. Candidate will provide an overview of their clinical training and experience related to the intervention of psychotherapy, including their approach to client case conceptualization and treatment (~5 min). Candidate will provide a brief overview of the case used for the Intervention Practice Sample (~5 min).	~10 min.
	Intervention Video. Candidate will play the video sample for the committee.	~15 min.
	Intervention Case Discussion. Committee and candidate will discuss the candidate's clinical background and training, the video intervention sample, and the candidate's goals and plans for future clinical training.	~25 min.

Break. Candidate should not be asked to work.	5 min.

	ACTIVITY	TIME
HOUR 3	**Ethical Vignette Presentation**. Examiners will provide the vignette to the candidate who will be given 10 minutes to review the vignette, take notes, and consider the ethical issues involved in the vignette. Candidate will then provide a brief presentation (~5 min) discussing the vignette and the ethical issues involved, as well as appropriate responses and next steps.	~15 min.
	Ethical Vignette Discussion. Committee and candidate will discuss the ethical vignette and presentation and the candidate's goals and plans for future training in ethics.	~15 min.
	Examination Wrap-Up and Discussion. Committee and Candidate will answer any additional questions, summarize the examination, and discuss next steps.	~5 min.
	Next Steps. Examiners will complete Form C: Exam Results and Feedback and email to the CCE Coordinator *only* by Tuesday of week 13. The CCE Coordinator will gather forms and inform candidates of their results. Candidates are asked to complete Form D: Candidate Feedback and email to the CCE Coordinator. **NOTE:** A PASS from both examiners on Form C indicates an overall PASS for the CCE. A FAIL from either examiner indicates an overall FAIL for the CCE.	Total Time: 2.5 to 3 hrs.

Appendix 5: PsyD Program Profession Wide Competencies (PWCs)

(This is a list of CCE components that are part of our APA Accreditation Outcome Measures for student and faculty information)

Profession-Wide Competency (PWC)	Passing Level Criteria (Per APA Standards)	Failing Criteria (Per APA Standards)
Research	N/A	N/A
Ethical & legal standards	• Demonstrates knowledge of and acts in accordance with APA Ethical Principles, relevant laws, regulations, rules, and policies, and other professional standards and guidelines. • Recognizes ethical dilemmas as they arise and applies ethical decision-making processes to resolve the dilemmas. • Conducts self in an ethical manner in all professional activities, including the Clinical Competency Examination.	• Fails to demonstrate knowledge of or to act in accordance with APA Ethical Principles, relevant laws, regulations, rules, and policies, and other professional standards and guidelines. • Fails to recognize ethical dilemmas as they arise. Does not apply ethical decision-making processes to resolve the dilemmas. • Conducts self in an unethical manner in professional activities, including the Clinical Competency Examination.
Individual & cultural diversity	• Demonstrates an understanding of how the Candidate's own personal cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves. • Possess knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities. • Demonstrates 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). • Demonstrates ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. • Demonstrates 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.	• Fails to demonstrate an understanding of how the Candidate's own personal cultural history, attitudes, or biases may affect how they understand and interact with people different from themselves. • Lacks knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities. • Fails to demonstrate 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). • Fails to demonstrate ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. • Fails to demonstrate ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own. • Fails to 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.

Professional values, attitudes, & behaviors	• Behaves 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. • Engages in self-reflection regarding one's personal and professional functioning, engages in activities to maintain and improve performance, well-being, and professional effectiveness. • Demonstrates openness & responsiveness to feedback and supervision. • Responds professionally to complex situations at an appropriate developmental level.	• Behaves in ways contrary to the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. • Lacks self-reflection regarding one's personal and professional functioning; does not engage in activities to maintain and improve performance, well-being, and professional effectiveness. • Fails to demonstrate openness and responsiveness to feedback and supervision. • Responds unprofessionally to complex situations at an appropriate developmental level.
Communication & Interpersonal Skills	• Develops and maintains effective relationship with others. • Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated. • Demonstrates a thorough grasp of professional language and concepts. • Demonstrates effective interpersonal skills and the ability to manage difficult communication well.	• Fails to develop and maintain effective relationships with others. • Unable to produce and comprehend informative and well-integrated oral, nonverbal, and written communications. • Fails to demonstrate a thorough grasp of professional language and concepts. • Fails to demonstrate effective interpersonal skills or the ability to manage difficult communication.
Assessment	• Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics. • Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment. • Identifies and incorporates relevant diversity characteristics of the service recipient. • Interprets 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. • Communicates orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	• Fails to select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics. • Fais to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment. • Unable to identify and incorporate relevant diversity characteristics of the service recipient. • Fails to interpret assessment results that follow current research and professional standards and guidelines to inform case conceptualization, classification, and recommendations. Does not guard against decision-making biases or distinguish the aspects of assessment that are subjective from those that are objective. • Fails to 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.

Intervention	• Establishes and maintains effective relationships with clients. • Develops evidence-based intervention plans specific to the service delivery goals. • Implements 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. • Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking. • Evaluates intervention effectiveness & adapts intervention goals and methods consistent with ongoing evaluation.	• Unable to establish and maintain effective relationships with clients. • Lacks evidence-based intervention plans specific to the service delivery goals. • Fails to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables. • Fails to demonstrate the ability to apply the relevant research literature to clinical decision making. • Unable to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking. • Fails to evaluate intervention effectiveness, or to adapt intervention goals and methods consistent with ongoing evaluation.
Supervision	• Demonstrates knowledge of the role and importance of supervision in the training of psychologists.	• Fails to demonstrate knowledge of the role and importance of supervision in the training of psychologists.
Consultation & Interprofessional Interdisciplinary skills	• Demonstrates knowledge and respect for the roles and perspectives of other professions.	• Fails to demonstrate knowledge and respect for the roles and perspectives of other professions.
Social Justice	• Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training. • Applies knowledge and awareness of their historically situated social location and privileged social domains/identities to confront the dynamics of power and privilege in interpersonal and institutional settings. • Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression. • Embodies the role of a change agent by engaging in advocacy at the individual or institutional levels	• Fails to communicate an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training. • Does not apply knowledge and awareness of their historically situated social location and privileged social domains/identities to confront the dynamics of power and privilege in interpersonal and institutional settings. • Fails to demonstrate the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression. • Fails to embody the role of a change agent & does not engage in advocacy at the individual or institutional levels.

References

American Board of Professional Psychology (2019). Examination manual for board certification in clinical psychology for the American Board of Professional Psychology. Chapel Hill, NC: American Board of Professional Psychology.