

Clinical Psy.D. Program
Antioch University Seattle

Clinical Competency Examination Student and Faculty Handbook

Effective Spring, 2025

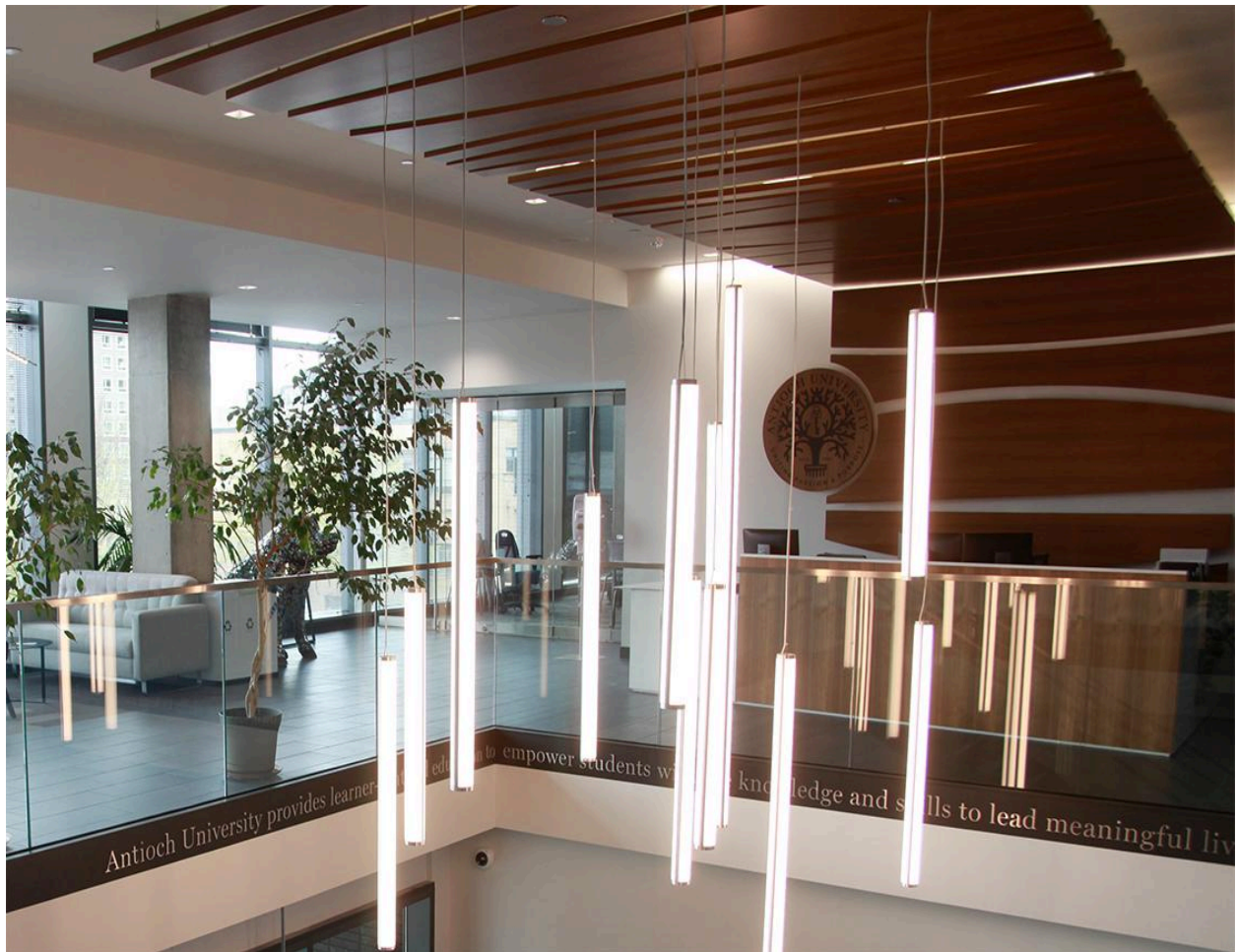


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Changes and Important Notes Regarding the CCE Process

The following changes were made to the CCE process since the previous handbook was published:

1. Feedback after the written exam has been eliminated. Rather than receiving qualitative feedback between the written exam and oral exam, students will receive all feedback after the exam process concludes.
2. The timeframe for student videos has been extended to 15 weeks for Spring quarter and 18 weeks for Summer quarter. Exceptions to the timeframe are still available in extreme cases. Reach out to the CCE Coordinator to request an exception.
3. All forms will be published as separate documents and their descriptions will be included in the CCE Handbook. The following specific changes have also been made:
 - *Form A: Candidate Registration and Approval* has been renamed *Form A: Candidate Registration* (either version will be accepted in 2025)
 - *Form B: Written Exam Feedback* will be released to the student at the end of the CCE process.
 - *Form C: Oral Exam Feedback* has been renamed *Form C: Exam Results and Feedback*. All feedback (including Forms B and C) will be released to the student after the exam process concludes.

The following is noted regarding the CCE process:

1. Therapy videos are automatically and permanently deleted after a period of time. Be sure to save any potential videos so you maintain options for cases and sessions.
2. Students complete a Mock CCE during the ProSem course series and because you receive faculty feedback, you are not permitted to use the same case for the CCE. When students have limited cases to choose from, or when other restrictions are present, exceptions are considered. Please reach out to the CCE Coordinator, prior to registering for the CCE, to request an exception, or if you have any questions.

Part 1: Overview of the Clinical Competency Examination

1.1 Introduction and Purpose

The Psy.D. Program's 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). It is intended to certify that the successful clinical internship candidate possesses the knowledge, skills, and attitudes necessary to provide quality entry-level services as a clinical psychology intern. It is a competency-based examination and to maintain congruence within the profession, the contents of this handbook have been heavily borrowed or adapted from the most recent *Examination Manual for Board Certification in Clinical Psychology* (American Board of Professional Psychology, 2019).

The CCE will be useful for students in a number of ways. First, the goal is for the exam to provide the opportunity and motivation for students to integrate their academic, research, and clinical training. Second, the exam process will provide another level of quality assurance for students to meet basic standards for scholarship and clinical skills. In addition, participating in the exam process can help prepare students for internship interviews, licensing exams, and Board Certification examinations. Many doctoral programs utilize a comprehensive exam and find the exam process useful in monitoring, helping students in their clinical development, and providing student feedback.

The exam provides a comprehensive learning experience in helping students consolidate academic, clinical, and research training in a meaningful, coherent manner. The CCE will assess the student's competency mastery level and indicate areas for improvement. The Practice Samples are required for all candidates, and provide foundation for assessing the candidate's attainment of competencies necessary for clinical psychology internship readiness. More specifically, the CCE is designed to provide a multi-method competency-based assessment by examining Practice Samples consisting of a variety of performance indicators including the candidate's written work, self-reflection, ethical vignette, oral presentation, and recorded treatment session.

Aside from the ethical vignettes used during the Oral Examination, which are provided to the examination teams by the CCE Coordinator, this handbook includes all information, forms, and rubrics for the Clinical Competency Examination. Components of this handbook may be posted individually (e.g., forms or evaluation rubrics posted on Sakai), but this handbook (plus any subsequent revisions or updates) should be considered the final source for the Psy.D. Program's Clinical Competency Examination.

1.2 Scope and Content

Clinical Psychology is both a general practice and health service provider specialty in professional psychology. Clinical Psychologists provide professional services relating to the diagnosis, assessment, evaluation, treatment, and prevention of psychological, emotional, psychophysiological and behavioral disorders in individuals across the lifespan. These services include procedures for understanding, predicting, and alleviating cognitive, emotional, physical, psychological, social and behavioral maladjustment, and mental illness, as well as other forms of discomfort. In addition, it includes services for the enhancement of functioning in all of these areas (ABCP, 2019) with the goal of psychological resilience and well-being.

The services provided by Clinical Psychology Interns and licensed independent practitioners alike include the ability to conduct clinically-relevant research, assessment (evaluation, diagnosis, and formal psychological testing), and to engage in psychological intervention (treatment and prevention, consultation, and supervision). In addition, these functions should be carried out with consultation with other professionals in diverse settings, demonstrate sensitivity to, and skills in dealing with, multicultural diverse populations. In this handbook, the terms "multicultural" and "individual cultural diversity" are used interchangeably. Individual and cultural diversity recognizes the broad scope of such factors as race, ethnicity, sexual orientation, gender, age, disability, class status, education, religion/spiritual orientation, and other cultural dimensions (ABPP, 2019).

1.3 Candidate Eligibility and Examination Dates

When to Take Exam

The CCE is offered in the Spring and Summer quarters every year. The process begins with faculty advisor approval and student registration, due in week 4, and includes specific dates for the Written Examination and the Oral Examination (detailed below). Most Psy.D. students will be eligible in their third year and will therefore request to sit for the Examination in either the Spring or Summer quarter of year three. All doctoral students must take and pass the CCE before applying for a clinical internship. Typically students do not sit for the CCE until they have completed most, if not all, course requirements and requisite competencies deemed essential for clinical internship readiness. It is the responsibility of the doctoral student to monitor their own progression in the program and to ensure they submit the requisite paperwork as outlined in this handbook within the prescribed time periods. For specific prerequisites for the CCE, see Form A: Candidate Registration.

Examination Deferral

Students may wish to defer the Examination beyond year three of the program but should work closely with their faculty advisor and the Director of Clinical Training (DCT) to ensure it does not negatively impact clinical training plans and satisfactory program progression. Students who do not submit required forms on time or who do not pass the Written Examination, will not be permitted to continue to the Oral Examination. These students will need to register for a future CCE quarter in consultation with their advisor, CCE committee, CCE Coordinator, DCT, or others as appropriate. Typically a failed CCE takes more than one quarter to remediate so students should not expect to retake the exam in the same academic year. More information is provided later in this handbook.

A new Form A is required whenever the student wants to register for the CCE as this form starts the CCE process and notifies the CCE Coordinator that the student's advisor has approved the student to participate in the CCE that quarter.

1.4 Clinical Competency Examination Process

1. **Student submits *Form A: Candidate Registration* to the CCE Coordinator at least TWO (2) MONTHS prior to the Tuesday of Oral Examination week.** This is the Tuesday of Week 4. The form must be signed by the student's advisor indicating that the student meets all prerequisites listed on the form prior to submitting.
2. **The CCE Coordinator will review and approve the student to move forward, indicating that the student is now a CCE Candidate.** CCE Coordinator will develop committees and will email each candidate and their committee with details about the process and date/time of oral exam.
3. **Candidate emails the Written Examination to the CCE Coordinator, in a single document (if possible) by 12pm on Tuesday of Week 8.** The document must include the following:
 - a. Updated Curriculum Vitae.
 - b. Professional Statement (See *Required Components of CCE Exam* section below).
 - c. Assessment Practice Sample (See *Required Components of CCE Exam* section below).
 - d. Intervention Practice Sample with transcription (See *Required Components of CCE Exam* section below).
4. **Each examiner will complete *Form B: Written Exam Feedback* and email it to the CCE Coordinator ONLY by Tuesday of Week 8 indicating results of the Written Exam. CCE Coordinator will inform candidates of their results.**
 - a. Candidates who receive a pass from both examiners have passed the Written Exam and are approved to move to the Oral Exam stage.
 - b. Candidates who receive a FAIL from either examiner have failed the Written Exam and the CCE. They will not be permitted to continue to the Oral Exam.
5. **Oral Exams occur on Tuesday and Thursday of Week 12. Each candidate will be assigned a single timeslot (9am or 1pm) on one of these days.** It is important that the candidate arrive for their oral exam early in order to set things up for the

exam, get comfortable with the room and the technology, and to be ready to begin at their assigned time.

6. **Each examiner will complete *Form C: Exam Results and Feedback* and will email it to the the CCE Coordinator *ONLY* by EOD on Tuesday of Week 13.**
7. **Students are asked to complete *Form D: Candidate Feedback* and submit to the CCE Coordinator by the Tuesday following Oral Exam Week.** This form is not required, but it is highly encouraged from each candidate.
8. 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.

See Appendix A for a calendar view of the CCE submission requirements.

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 course of the Examination.
2. CCE committee members are selected by the CCE Coordinator with consideration of the theoretical orientation and candidate and faculty relationships. For example, 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.

CCE Process and Examination Responsibilities

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.

Annual CCE Evaluation

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 in order to monitor and improve reliability.

Annual Psy.D. Program Summary

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 Sakai Antioch Seattle Psy.D. Community Site/Resources/Annual Psy.D. Program Summary minus any confidential information.

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:

1. 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.
2. 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 along with other responsibilities.
3. Committee members will discuss the process and provide feedback to each other and to the CCE Coordinator aimed at continually improving the CCE process.
4. In addition to the above, the Annual Psy.D. Program Review Meeting is conducted in order 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.

APA Standard: 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)**

APA Standard: Conduct research or other scholarly activities. **(NOT ASSESSED ON THE CCE)**

APA Standard: 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 is able to apply relevant elements of ethical decision making to a dilemma.

APA Standard: Be knowledgeable of and act in accordance with each of the following:

- The current version of the APA Ethical Principles of Psychologists and Code of Conduct;
- Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
- Relevant professional standards and guidelines.

APA Standard: Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.

APA Standard: Conduct self in an ethical manner in all professional activities.

Ethical 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, 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 initiate supervision regularly about power and privilege issues; actively and critically examine one's own cultural and political prejudgments; identifies and articulates one's own privilege;

understands and articulates 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.

APA Standard: An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.

APA Standard: 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.

APA Standard: 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.

APA Standard: 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.

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 Professional 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.

APA Standard: 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.

APA Standard: Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.

APA Standard: Actively seek and demonstrate openness and responsiveness to feedback and supervision.

APA Standard: Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.

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.

APA Standards: Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.

APA Standard: Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

APA Standard: Demonstrate effective interpersonal skills and the ability to manage difficult communication well.

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 client.

APA Standard: 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.

APA Standard: Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.

APA Standard: 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.

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; expand confidence in interventions as rules become guidelines; and broaden selection of interventions and their planning. The intern candidate develops sound approaches to intervention. For example, they develop 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.

APA Standard: Establish and maintain effective relationships with the recipients of psychological services.

APA Standard: Develop evidence-based intervention plans specific to the service delivery goals.

APA Standard: Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.

APA Standard: Demonstrate the ability to apply the relevant research literature to clinical decision making.

APA Standard: Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.

APA Standard: Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

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.

APA Standard: 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)**

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 as a profession is becoming more integrated in health care and, as such, psychologists are tasked more and more with communicating across disciplines and professions. The ability to provide consultation to others and request and incorporate

consultation from others is key to continuous 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.

APA Standard: Demonstrate knowledge and respect for the roles and perspectives of other professions.

APA Standard: Demonstrates knowledge of consultation models and practices.
(NOT ASSESSED ON THE CCE)

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.

APA Standard: 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.

APA Standard: Applies knowledge and awareness of their historically situated social location and privileged social domains/identities in order 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.

APA Standard: 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.

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 Sakai 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 in order 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 taking into account 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 takes into account 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 compliment 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 can not 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 its scheduled time period if it has been sufficiently covered earlier. It is often useful to utilize hypothetical examples or situations to ascertain if the candidate meets the criterion for passing each competency domain. The overall structure and timeline for the

oral exam is outlined in Appendix C. 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 have 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 are 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 as a whole.

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 be approximately 15 minutes in duration, accessed through Care Paths (if an AUS client) or stored on an encrypted & password protected USB or other storage device, and playable both through Windows Media Player and Apple QuickTime. The session should be deleted after passing the CCE exam.
2. 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. Voluntary Consent Agreement (Form F) 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 similar to 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 in order 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, all copies of the ethical vignettes are collected by the committee and returned 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 has been missing 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 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 related to 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?

Prioritizing safety concerns and mandated reporting; reviewing informed consent and mandated reporting laws with client; focusing on building therapeutic alliance and mitigating potential rupture

The candidate may also be asked clinical questions about the vignette, such as:

4. Discuss your hypotheses regarding this client's diagnosis.

Generalized Anxiety Disorder; Social Anxiety Disorder; Adjustment Disorder; Panic 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, history of anxiety patterns, daily functioning, what does client wish 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 about 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 the presentation of an idea or product as one's own, when that idea or product 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 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: Jill Haddaway, Disability Support Services Coordinator: 206-268-4151 or dss.aus@antioch.edu to request reasonable accommodations.

5. **Student disclosure of personal information:** Some aspects of the CCE may necessitate students to share personal information during the exam or in writing 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: Clinical Competency Examination Outcomes and Next Steps

3.1 Possible Outcomes of the CCE

The Clinical Competency Examination is a Pass-Fail competency based examination. Candidates must demonstrate competence at a level appropriate for beginning interns across all profession-wide competencies and across all examination components. Candidates must pass all aspects of the Written Examination to be approved for the Oral Examination and must pass all aspects of the Oral Examination to Pass the Clinical Competency Exam as a whole. If a candidate receives a fail for any competency for any component, they will fail the CCE.

3.2 Policy on Failing the CCE

First Exam Failure

If the candidate fails their initial CCE they are required to re-apply to take the CCE for an examination in the following year. Candidate can not retake the exam in the same academic year. Candidates will be given feedback from the examination team, and given an opportunity to implement the necessary revisions and/or suggested remediation to the original/failed CCE. However, in some cases the nature and/or extent of the deficiencies may be serious enough to warrant a *Letter of Concern* to be issued by the Psy.D. Program Chair, and a Special Review Committee may be convened if deemed necessary. Additionally, the Director of Clinical Training (DCT) in conjunction with the Special Review Committee (if applicable) will develop a plan for remediation, to be shared with the student within two (2) weeks of notification of failing the CCE. All remediation must be completed satisfactorily prior to attempting the CCE a second time.

Second Exam Failure

If the student fails the second CCE attempt, a *Letter of Concern* will be issued by the Psy.D. Program Chair, and a Special Review Committee may be convened if deemed warranted. Additionally, the Director of Clinical Training (DCT) will develop a plan for remediation, to be shared with the student within two (2) weeks of notification of failing the second CCE.

Candidates who fail the CCE twice will not be allowed to repeat the exam until satisfactory completion of a remediation plan approved by the DCT. Recommended remediation may include additional course work, supervised pre-internship, or any other additional training as deemed necessary.

Third Exam Failure and Program Dismissal

Candidates who fail the CCE on the third attempt will be dismissed from the program.

3.3 Procedures for Student Appeal

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. Failure of any competency or component of the CCE

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 FormH: 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). 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 Applied 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, there will be 30 days for the exam to be held, which will be 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.

3.4 Examiner’s Guidelines

Overview

The Clinical Competency Examination shall be conducted in a courteous, professional, and collegial manner consistent with the policies and procedures stated in this handbook. An examiner accepts responsibility to protect the welfare of the candidate, the confidentiality of the Practice Samples and the integrity of the examination. Examiners should recognize that most candidates will experience anxiety in a face-to-face situation in which they are being evaluated. This anxiety will be more apparent in some than in others. Each examiner should be supportive and create a favorable situation in order that the candidate may demonstrate their clinical competencies.

Criteria for Scoring the Exam

The CCE is modeled after the American Board of Clinical Psychology (ABCP) Specialty Board Examination of the American Board of Professional Psychology (ABPP). It is intended to certify that the successful clinical internship candidate possesses the knowledge, skills, and attitudes necessary to provide quality entry-level services as a clinical psychology intern. It is a Competency-Based Pass/Fail Examination. Candidates are required to pass all competencies across all components by both examiners for the Written and the Oral Examinations in order to pass the Clinical Competency Examination.

Prior to the Written Examination, examiners should read the CCE Handbook and become familiar with the process, timeframe, and scoring criteria. The CCE process begins in Week 4 of Spring and Summer quarters, typically in the student's third year, with the student submitting Form A: Candidate Registration, which must also be signed by the student's faculty advisor. This form is submitted to the CCE Coordinator, who then approves the student to sit for the exam. Once approved, the student is referred to as a candidate.

Examiners are assigned to committees by the CCE Coordinator. Once assigned, examiners will follow the timeline detailed in Appendix A, which includes the following for both the Spring and Summer CCE administrations:

1. **Examiners will receive the candidate's Written Examination in Week 8.**
2. **Examiners will have two weeks maximum to read the Written Examination(s) and score the Exam(s) using Form B: Written Exam Feedback.**
3. If additional information is needed by the examiners, they should reach out to the candidate directly and include the CCE Coordinator if appropriate.
4. **Examiners will email Form B to the CCE Coordinator *ONLY* no later than Tuesday of Week 10.** If the candidate receives a PASS from both examiners, the candidate passes the Written Exam and is approved to move to the Oral Exam. If the candidate receives a FAIL from either examiner, the CCE is considered failed and the process will end.
5. **Examiners will conduct the Oral Examination as a team in Week 12.**

6. **Each examiner will complete Form C: Exam Results and Feedback and submit to the CCE Coordinator *ONLY* no later than Tuesday of Week 13.**
7. If a candidate fails any part of the Oral or Written Examination, the examination team will need to follow the procedures in this handbook to develop a remediation plan for the candidate in collaboration with the candidate's faculty advisor and others as appropriate.

Process for Providing Feedback to Candidates Failing the CCE

In the event of CCE failure, the examination team will indicate so on Form B or Form C. Should a candidate receive a grade of FAIL from either examiner throughout the process, the CCE is considered failed and the process ends. Rationale for the failure should be detailed in the form, including comments of the examiner(s) based on the ratings in the ten competency areas, including:

1. Identification of which competencies and components were failed.
2. A rationale for this failure and a discussion of current strengths and necessary improvements needed.

Working with the candidate and the candidate's faculty advisor, the committee will then draft a remediation plan indicating the requirements for remediating the exam failure and requirements to be eligible to retake the exam in the following academic year.

Candidates have the option to appeal a failed decision and remediation plan and should be informed of this. Best practices in remediation urge collaboration across all parties, including the candidate, so that all are in agreement with the remediation. Remediation can include additional clinical training, coursework, assessments, or other activities deemed necessary to demonstrate readiness to retake the examination. This remediation plan should be completed as quickly as possible but should be clear and behaviorally anchored.

3.5 Forms: Registration, Feedback, Consent, and Appeal

The following forms will be used throughout the CCE process and will be published separately as external documents:

Form A: Candidate Registration

This form begins the CCE process and is required of all candidates. The form requires the student and their faculty advisor to state that all prerequisites have been met. Once received, the CCE Coordinator will inform the student that they are approved to sit for the CCE and will be considered a CCE “Candidate,” indicating advanced placement in the program.

Form B: Written Exam Feedback

This form is used by each faculty examiner to indicate if the candidate’s written exam demonstrates competency across all domains. If a candidate achieves a Pass from both examiners, they will be approved to move to the oral exam and will be notified by the CCE Coordinator. A failure to achieve any competency by either evaluation results in a fail for the CCE and the process ends. The student will not be approved to move to the oral exam. This form is released to the student at the end of the exam process.

Form C: Exam Results and Feedback

This form is used by faculty examiners to provide overall feedback to the candidate and to indicate if the candidate has passed the exam. In order to pass the CCE, candidates must achieve a Pass from both examiners.

Form D: Candidate Feedback

This form is used by students to share feedback regarding the exam and its process with the CCE Coordinator. Feedback from candidates is included in the program’s Annual Review process.

Form E: Voluntary Consent Agreement

This form is used if a candidate wishes to use a client outside of the AUS Psychology and Community Clinic. Candidates should gain approval from the CCE Coordinator prior to registering for the CCE if they plan to use a client outside of the AUS clinic.

Form F: Candidate Appeal

This form is used by a candidate who has failed the CCE if they wish to appeal based on process only. Appeals can only be initiated if the student believes the CCE process was not followed. Refer to the CCE Handbook for details.

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. Retrieved from <https://abpp.org/BlankSite/media/Clinial-Psychology-Documents/ABCP-Manual-2019.pdf>.

Appendices

Appendix A: Clinical Competency Examination Timeline

Appendix B: Written and Oral Examination Components Checklist

Appendix C: Schedule Guidelines for Oral Examination

Appendix D: Scoring Criteria by Profession-Wide Competency

Appendix E: Written Examination Scoring Criteria by Examination Component

Appendix F: Oral Examination Scoring Criteria by Examination Component

Appendix A: Clinical Competency Examination Timeline

Week	Details
1-2-3	Candidates complete FORM A and secure advisor signature.
4	CCE Candidate Registration (FORM A) with advisor signature is emailed to the CCE Coordinator no later than 12pm PT on Tuesday of Week 4. 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 12pm PT on Tuesday of Week 8.
9	Examiners finalize their written exam feedback.
10	Committee Members email their Written Exam Feedback (FORM B) to the CCE Coordinator <i>ONLY</i> by EOD 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 of Week 12 at 9am and 1pm.
13	Committee Members email their Exam Results and Feedback (FORM C) to the CCE Coordinator <i>only</i> by EOD 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 B: Written and Oral Examination Components Checklist

CANDIDATE	EXAMINER	REQUIRED WRITTEN COMPONENTS
		1. Curriculum Vitae
		2. Written Professional Statement
		3. Assessment Practice Summary
		4. Assessment Practice Sample (Psychological Assessment Report)
		5. Intervention Practice Summary
		6. Intervention Practice Sample (Psychotherapy Transcript)
CANDIDATE	EXAMINER	REQUIRED ORAL COMPONENTS
		1. Candidate Presentation and Interview
		2. Assessment Case Presentation
		3. Assessment Case Discussion (Based on Psychological Assessment Report from the Written Exam)
		4. Intervention Case Presentation
		5. Intervention Case Discussion (Including Psychotherapy Video introduced in the Written Exam)
		6. Ethical Vignette (Presented to Candidate during the Oral Exam)

Appendix C: Schedule Guidelines for Oral Examination with Rubrics and Possible Questions

	ACTIVITY	TIME
H O U R 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.
	Assessment Case Discussion. Committee and candidate will discuss the candidate's clinical background and training, the assessment sample, and the candidates goals and plans for future assessment training. Rubrics and Possible Questions: <ol style="list-style-type: none"> Rubric: Selects appropriate tests and understands their psychometric properties and how they help answer the assessment question <ol style="list-style-type: none"> Tell us about the tests you chose and why they were chosen. Discuss the psychometric properties and literature of the chosen tests. How do they help answer the assessment question(s)? What other types of assessment could have been used in this case? Rubric: Incorporates diversity <ol style="list-style-type: none"> What role did diversity and the client's characteristics play in choosing and interpreting the assessment? How did you incorporate diversity into the process of assessment? How might your biases influence your interpretation? Rubric: Appropriate interpretation of data and recommendations <ol style="list-style-type: none"> Explain your differential diagnostic considerations in your written Assessment Practice Sample. Talk about your process for interpreting results and avoiding bias in your interpretation. Rubric: Communicates findings and implications in an accurate and effective manner <ol style="list-style-type: none"> Who was the audience for this assessment and how did you adjust your writing for this audience? In what way are your assessment findings helpful for generating a treatment plan? Rubric: Apply ethical and legal standards <ol style="list-style-type: none"> What ethical and legal issues might arise in this case? 	~25 min.

	<p>6. Rubric: Supervision</p> <p>a. How did supervision support your work with this case?</p> <p>7. Rubric: Consultation and interprofessional/interdisciplinary skills</p> <p>a. When might you seek additional consultation on this case?</p> <p>b. How will you seek out supervision and consultation regarding assessment as you move toward internship and independent practice?</p> <p>8. Rubric: Communicate an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training.</p> <p>a. Describe any potential issues that would impact your work with this case from a social justice point of view. List any power dynamics, privilege differences, and effects of oppression and elaborate on how you manage these.</p> <p>9. Rubric: 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.</p> <p>a. Describe how you consider your own social location and its impact in this case?</p> <p>10. Rubric: Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression and embodies the role of a change agent by engaging in advocacy at the individual or institutional levels.</p> <p>a. Describe the role you could potentially take to avoid further oppression.</p>	
	Break. Candidate should not be asked to work.	5 min.
H O U R 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.
	<p>Intervention Case Discussion. Committee and candidate will discuss the candidate's clinical background and training, the video intervention sample, and the candidates goals and plans for future clinical training.</p> <p>Rubrics and Possible Questions:</p> <p>1. Rubric: Establishes and maintains effective relationships with clients</p> <p>a. How would you describe the therapeutic relationship with your client?</p> <p>b. Describe how you incorporate your theoretical orientation in establishing and maintaining relationships with your clients?</p> <p>c. Please comment on the effectiveness of your relationship building skills and how you might want to do it differently.</p> <p>2. Rubric: Develops evidence-based intervention plans specific to the service delivery goals.</p> <p>a. Elaborate on how you arrived at your theoretical conceptualization of this case.</p> <p>b. What intervention did you choose based on your conceptualization.</p> <p>c. Discuss the evidence-base for this intervention and how it applies to this specific client.</p>	~25 min.

	<ul style="list-style-type: none"> d. What are your strengths in formulating this and other clinical cases? e. What are your weaknesses in formulating this and other clinical cases? <ul style="list-style-type: none"> 3. Rubric: Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables and demonstrate the ability to apply the relevant research literature to clinic decision making <ul style="list-style-type: none"> a. Elaborate on how your work is informed by the current literature, assessment findings, diversity characteristics, and contextual variables. b. What do you need to learn to be more effective in this case? 4. Rubric: Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking <ul style="list-style-type: none"> a. Formulate this case from another theoretical position. b. How would you modify this approach if clear evidence is lacking? 5. Rubric: Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation. <ul style="list-style-type: none"> a. What is your opinion about the prognosis for this case? Why? b. Was the intervention successful? Why or why not? c. How did you evaluate the progress (or lack of progress) in this case? d. How ill you know when therapy goals are achieved? 6. Rubric: Individual and cultural diversity. Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldview create conflict with their own <ul style="list-style-type: none"> a. What is the impact of cultural variables in this case? 7. Rubric: Recognizes ethical dilemmas as they arise and applies ethical decision-making processes to resolve the dilemmas. <ul style="list-style-type: none"> a. What are some possible ethical issues that might arise in this case? 8. Rubric: Supervision, professional values, self-reflection, and communication skills <ul style="list-style-type: none"> a. When might you seek additional consultation on this case? b. How did supervision help with your work on this case? c. Describe the process of seeking consultation/supervision you performed or would perform. d. What would you change about this session if you could? e. What did you learn about yourself as a therapist? 9. Rubric: Communicate an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training. <ul style="list-style-type: none"> a. Describe any potential issues that would impact your work with this case from a social justice point of view. b. List any power dynamics, privilege differences, and effects of oppression and elaborate on how you manage these. 10. Rubric: 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. <ul style="list-style-type: none"> a. Describe how you consider your own social location in this case? 11. Rubric: Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression and embodies the role of a change agent by engaging in advocacy at the individual or institutional levels. <ul style="list-style-type: none"> a. Describe the role you could potentially take to avoid further oppression. 	
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Break. Candidate should not be asked to work.		5 min.
H O U R 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 candidates goals and plans for future training in ethics. Rubric and Possible Questions:	~15 min.
	<ol style="list-style-type: none"> Rubric: Demonstrates knowledge of and acts in accordance with APA Ethical Principles, relevant laws, regulations, rules, and policies, and other professional standards and guidelines. <ol style="list-style-type: none"> Discuss the ethical principles and standards that relate to this scenario. Rubric: Recognizes ethical dilemmas as they arise and applies ethical decision-making processes to resolve the dilemmas. <ol style="list-style-type: none"> How might the ethical concerns related to this vignette impact your diagnostic assessment of this client? How would the ethical concerns in this vignette impact your treatment plan with this client? Rubric: Supervision, professional values, self-reflection, and communication skills <ol style="list-style-type: none"> When might you seek additional consultation on this case? How could supervision help you work on this case? Describe the process of seeking consultation/supervision you would perform. Rubric: Communicate an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training. <ol style="list-style-type: none"> Describe any potential issues that would impact your work with this case from a social justice point of view. List any power dynamics, privilege differences, and effects of oppression and elaborate on how you manage these. Rubric: 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. <ol style="list-style-type: none"> Describe how you consider your own social location in this case? What role does social location and privilege play in your work with clients? 	
	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 <i>only</i> 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 D: Scoring Criteria by Profession-Wide Competencies

Profession-Wide Competency (PWC)	Passing Level Criteria (Per APA Standards)	Failing Criteria (Per APA Standards)
Research	N/A	N/A
Ethical and legal standards	<p>Demonstrates knowledge of and acts in accordance with APA Ethical Principles, relevant laws, regulations, rules, and policies, and other professional standards and guidelines.</p> <p>Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.</p> <p>Conducts self in an ethical manner in all professional activities, including the Clinical Competency Examination.</p>	<p>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.</p> <p>Fails to recognize ethical dilemmas as they arise. Does not apply ethical decision-making processes in order to resolve the dilemmas.</p> <p>Conducts self in an unethical manner in professional activities, including the Clinical Competency Examination.</p>
Individual and 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.	Fails to demonstrate an understanding of how the Candidate's own personal cultural history, attitudes, or biases may affect how they understand and

	<p>Possess knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities.</p> <p>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).</p> <p>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.</p> <p>Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</p> <p>Demonstrates the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals</p>	<p>interact with people different from themselves.</p> <p>Lacks knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities.</p> <p>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).</p> <p>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.</p> <p>Fails to demonstrate ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</p> <p>Fails to demonstrate the requisite knowledge base, ability to articulate an approach to working</p>
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	and groups, and apply this approach effectively in their professional work.	effectively with diverse individuals and groups, and apply this approach effectively in their professional work.
Professional values, attitudes, and behaviors	<p>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.</p> <p>Engages in self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness.</p> <p>Demonstrates openness and responsiveness to feedback and supervision.</p> <p>Responds professionally to complex situations at an appropriate developmental level.</p>	<p>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.</p> <p>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.</p> <p>Fails to demonstrate openness and responsiveness to feedback and supervision.</p> <p>Responds unprofessionally to complex situations at an appropriate developmental level.</p>
Communication and interpersonal skills	<p>Develops and maintains effective relationships with others.</p> <p>Produces and comprehends oral, nonverbal, and written</p>	<p>Fails to develop and maintain effective relationships with others.</p> <p>Unable to produce and comprehend informative and</p>

	<p>communications that are informative and well-integrated.</p> <p>Demonstrates a thorough grasp of professional language and concepts.</p> <p>Demonstrates effective interpersonal skills and the ability to manage difficult communication well.</p>	<p>well-integrated oral, nonverbal, and written communications.</p> <p>Fails to demonstrate a thorough grasp of professional language and concepts.</p> <p>Fails to demonstrate effective interpersonal skills or the ability to manage difficult communication.</p>
Assessment	<p>Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.</p> <p>Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment.</p> <p>Identifies and incorporates relevant diversity characteristics of the service recipient.</p> <p>Interprets assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification,</p>	<p>Fails to select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.</p> <p>Fails to collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment.</p> <p>Unable to identify and incorporate relevant diversity characteristics of the service recipient.</p> <p>Fails to interpret assessment results that follow current research and professional standards and guidelines to inform case conceptualization, classification,</p>

	<p>and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.</p> <p>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.</p>	<p>and recommendations. Does not guard against decision-making biases or distinguish the aspects of assessment that are subjective from those that are objective.</p> <p>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.</p>
Intervention	<p>Establishes and maintains effective relationships with clients.</p> <p>Develops evidence-based intervention plans specific to the service delivery goals.</p> <p>Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</p> <p>Demonstrate the ability to apply the relevant research literature to clinical decision making.</p> <p>Modifies and adapts evidence-based approaches</p>	<p>Unable to establish and maintain effective relationships with clients.</p> <p>Lacks evidence-based intervention plans specific to the service delivery goals.</p> <p>Fails to implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</p> <p>Fails to demonstrate the ability to apply the relevant research literature to clinical decision making.</p>

	<p>effectively when a clear evidence-base is lacking.</p> <p>Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.</p>	<p>Unable to modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</p> <p>Fails to evaluate intervention effectiveness, or to adapt intervention goals and methods consistent with ongoing evaluation.</p>
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 and 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	<p>Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training.</p> <p>Applies knowledge and awareness of their historically situated social location and privileged social domains/identities in order to confront the dynamics of power</p>	<p>Fails to communicate an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training.</p> <p>Does not apply knowledge and awareness of their historically situated social location and privileged social domains/identities in order to confront the dynamics of power and privilege in</p>

	<p>and privilege in interpersonal and institutional settings.</p> <p>Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression.</p> <p>Embodies the role of a change agent by engaging in advocacy at the individual or institutional levels.</p>	<p>interpersonal and institutional settings.</p> <p>Fails to demonstrate the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression.</p> <p>Fails to embody the role of a change agent, and does not engage in advocacy at the individual or institutional levels.</p>
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Appendix E: Written Examination Scoring Criteria by Examination Component

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 in order 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).	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	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	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,

		Possess knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities.	individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.	current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities.	demographic characteristics, or worldviews create conflict with their own.
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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	<p>Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.</p> <p>Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment.</p> <p>Identifies and incorporates relevant diversity characteristics of the service recipient.</p> <p>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.</p>	<p>Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.</p> <p>Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment.</p> <p>Identifies and incorporates relevant diversity characteristics of the service recipient.</p> <p>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.</p>	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	<p>Develops evidence-based intervention plans specific to the service delivery goals.</p> <p>Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</p> <p>Demonstrate the ability to apply the relevant research literature to clinical decision making.</p> <p>Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.</p> <p>Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.</p>	<p>Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</p> <p>Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.</p> <p>Establishes and maintains effective relationships with clients.</p>
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	<p>Applies knowledge and awareness of their historically situated social location and privileged social domains/identities in order to confront the dynamics of power and privilege in interpersonal and institutional settings.</p> <p>Embodies the role of a change agent by engaging in advocacy at the individual or institutional levels.</p>	<p>Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression.</p> <p>Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training.</p>	Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression.	<p>Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression.</p> <p>Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training.</p>	Demonstrates the ability to identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression.

Appendix F: Oral Examination Scoring Criteria by Examination Component

1. Research					
Candidate Presentation & Interview	Assessment Case Presentation	Assessment Case Discussion	Intervention Case Presentation	Intervention Case Discussion	Ethical Vignette
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 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 order to resolve the dilemmas.	Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.	<p>Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas.</p> <p>Demonstrates knowledge of and acts in accordance with APA Ethical Principles, relevant laws, regulations, rules, and policies, and other professional standards and guidelines.</p>
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	Demonstrates the requisite knowledge base, ability to articulate an approach to	Demonstrates ability to work effectively with individuals whose group membership,	Demonstrates the requisite knowledge base, ability to articulate an approach to	Demonstrates ability to work effectively with individuals whose group membership,	Demonstrates ability to integrate awareness and knowledge of individual and

<p>in the conduct of professional roles (e.g., research, services, and other professional activities).</p> <p>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.</p>	<p>working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</p> <p>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.</p> <p>Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</p>	<p>demographic characteristics, or worldviews create conflict with their own.</p> <p>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.</p>	<p>working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.</p> <p>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.</p> <p>Demonstrates ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</p>	<p>demographic characteristics, or worldviews create conflict with their own.</p> <p>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.</p>	<p>cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).</p>
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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.	<p>Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated.</p> <p>Demonstrates a thorough grasp of professional language and concepts.</p> <p>Develops and maintains effective relationships with others.</p>	<p>Demonstrates a thorough grasp of professional language and concepts.</p> <p>Demonstrates effective interpersonal skills and the ability to manage difficult communication well.</p>	<p>Produces and comprehends oral, nonverbal, and written communications that are informative and well-integrated.</p> <p>Demonstrates a thorough grasp of professional language and concepts.</p> <p>Develops and maintains effective relationships with others.</p>	<p>Demonstrates a thorough grasp of professional language and concepts.</p> <p>Demonstrates effective interpersonal skills and the ability to manage difficult communication well.</p>	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	Intervention Case Discussion	Ethical Vignette
N/A	<p>Selects and applies assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics.</p> <p>Collects relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment.</p> <p>Identifies and incorporates relevant diversity characteristics of the service recipient.</p> <p>Communicates orally and in written</p>	<p>Identifies and incorporates relevant diversity characteristics of the service recipient.</p> <p>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.</p>	N/A	N/A	N/A

	<p>documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</p> <p>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.</p>				
7. Intervention					
Candidate Presentation & Interview	Assessment Case Presentation	Assessment Case Discussion	Intervention Case Presentation	Intervention Case Discussion	Ethical Vignette
N/A	N/A	N/A	<p>Develops evidence-based intervention plans specific to the service delivery goals.</p> <p>Implements interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</p> <p>Demonstrate the ability to apply the relevant research</p>	<p>Demonstrate the ability to apply the relevant research literature to clinical decision making.</p> <p>Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.</p>	N/A

			<p>literature to clinical decision making.</p> <p>Modifies and adapts evidence-based approaches effectively when a clear evidence-base is lacking.</p> <p>Evaluates intervention effectiveness, and adapts intervention goals and methods consistent with ongoing evaluation.</p>		
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					
Candidate Presentation & Interview	Assessment Case Presentation	Assessment Case Discussion	Intervention Case Presentation	Intervention Case Discussion	Ethical Vignette
Applies knowledge and awareness of	Demonstrates the ability to identify	Demonstrates the ability to	Demonstrates the ability to	Demonstrates the ability to	N/A

<p>their historically situated social location and privileged social domains/identities in order to confront the dynamics of power and privilege in interpersonal and institutional settings.</p> <p>Embodies the role of a change agent by engaging in advocacy at the individual or institutional levels.</p>	<p>and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression.</p> <p>Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training.</p>	<p>identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression.</p> <p>Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training.</p>	<p>identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression.</p> <p>Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training.</p>	<p>identify and avoid further oppression of marginalized and underserved persons and refrain from acts of aggression.</p> <p>Communicates an awareness of historical, institutional, and systemic structures of power, privilege, and oppression and their effect on research and clinical training.</p>	
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