

## **Training Aims and Competencies**

Our Fellowship is designed to accomplish the following aims:

Prepare residents for the practice of Health Service Psychology while working with patients from diverse ethnic, cultural, and social backgrounds, underserved populations.

The competencies for residency training include 8 profession-wide competencies based on the American Psychological Association's Competency Benchmarks Document, the Integrated Primary Care Competencies Document, and the Pediatric Psychology Education and Training Competency Document of Psychology Assessment and Diagnosis. These competencies include Psychotherapeutic Intervention, Individual and Cultural Diversity, Professional Values, Attitudes, and Behaviors, Ethical and Legal Standards, Scholarly Inquiry and Application of Current Scientific Knowledge to Practice, Consultation and Interprofessional/Interdisciplinary Collaboration, and Supervision/Training Knowledge and Skills. Clear behavioral anchors tied to readiness for entry into practice are defined for each competency being measured. These goals will be used in documenting resident progress and for providing direct feedback to the resident.

### **A. PSYCHOLOGICAL ASSESSMENT AND DIAGNOSIS:**

1. Diagnostic Skills:
  - a. Demonstrates a thorough working knowledge of psychiatric diagnostic nomenclature, and DSM classification.
  - b. Identifies and obtains necessary information, including information from sources other than the interview (previous records, collateral, information, etc.).
  - c. Utilizes historical, interview and psychometric data to diagnose accurately. Integrates data from various sources into a coherent conceptualization of the patient using a biopsychosocial formulation.
  - d. Makes accurate independent diagnostic formulations supported by data indicating that the diagnostic criteria have been met.
2. Psychological Test Selection, Administration, and Interpretation:
  - a. Promptly and efficiently administers commonly used tests in area of practice.
  - b. Conducts evaluations and provides assessments grounded in evidence-based practice.
  - c. Uses assessment data including objective measures to develop an appropriate and realistic treatment plan collaboratively with patient and accounting for patient's developmental and cognitive level.
  - d. Identifies and responds appropriately to situations requiring immediate intervention (e.g., risk) and follows up, as necessary.
3. Assessment Writing Skills:
  - a. Develops comprehensive and concise assessment reports in a timely manner.
  - b. Answer referral questions clearly and provides referral source with specific recommendations.

4. Feedback Interview Regarding Assessment Findings:
  - a. Communicates findings from assessments to patients, collaterals, and other health professionals as necessary, including a well-organized feedback session.
  - b. Explains test results in terms the patients and/or caregiver can understand and provides suitable recommendations.
  - c. Responds appropriately to issues raised by patient or caregiver in feedback session.

**B. PSYCHOTHERAPEUTIC INTERVENTION:**

1. Consistently achieves good rapport with patients and collaterals.
  - a. Establishes and maintains a working relationship with most patients and collaterals.
  - b. Is aware of relationship issues which may impact the course of treatment and manages these issues effectively.
  - c. Recognizes the boundaries of the therapeutic relationship and the therapist's appropriate responsibilities.
  - d. Reliably identifies potentially challenging patients and seeks supervision/consultation, as necessary.
2. Formulates a useful case conceptualization that draws on theoretical and research knowledge.
  - a. Formulates a good case conceptualization within own preferred theoretical orientation.
  - b. Demonstrates flexibility and can appreciate insights from other theoretical orientations.
  - c. Collaborates with patient to form appropriate treatment goals.
  - d. Monitors and revises plan appropriately in response to patient's progress.
  - e. Identifies long-range goals which may not be achieved or approached in the current treatment.
3. Interventions are well-timed, effective, and consistent with empirically supported treatments and/or other psychological literature.
  - a. Selects and implements interventions appropriate to the patient(s).
  - b. Conducts therapy in an organized and focused way, consistent with the treatment plan.
  - c. Uses interventions and interpretations to facilitate patient acceptance and change.
  - d. Integrates use of self-help groups, bibliotherapy and other referrals/resources with psychotherapeutic approach.
  - e. Recognizes when patient needs more or less restrictive levels of care and manages transition effectively.
  - f. Understands and uses own emotional reactions to the patient productively in the treatment.
  - g. Presents appropriate interpretations to supervisor and/or patient as necessary.
  - h. Seeks supervision/consultation as necessary for complex cases.

### **C. INDIVIDUAL AND CULTURAL DIVERSITY:**

1. Exhibits sensitivity to the individual and cultural diversity of patients and commitment to providing culturally sensitive services.
  - a. Understands issues involved in working with patients of diverse backgrounds and characteristics.
  - b. Acknowledges and respects differences that exist between self and patients in terms of race, ethnicity, culture, and other individual difference variables.
  - c. Discusses individual difference variables with patients when appropriate.
  - d. Recognizes when more information is needed regarding patient differences and seeks out information autonomously.
  - e. Recognizes own limits to expertise and seeks supervision/consultation, as necessary.
  - f. Can work effectively with patients who have diverse backgrounds and characteristics.
  - g. Demonstrates knowledge of health disparities particularly as it applies to relevant vulnerable populations.
2. Demonstrates awareness of own background and its impact on patients and exhibits commitment to exploring these variables in relation to clinical practice.
  - a. Accurately monitors own responses to differences and differentiates these from patient responses.
  - b. Exhibits awareness of personal impact on patients different from self.
  - c. Demonstrates willingness to be thoughtful about own cultural identity and other individual difference variables.
  - d. Reliably seeks supervision/consultation as necessary and utilizes feedback

### **D. PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS:**

1. Maintains professional and appropriate interactions and effective written and oral communications with treatment teams, peers, supervisors, and other professionals.
  - a. Has smooth working relationships with peers, supervisors, and other professionals.
  - b. Handles differences openly, tactfully, and effectively.
  - c. Participates actively and behaves professionally in staff meetings, seminars, lectures, case conferences, and other settings.
  - d. Demonstrates ability to form relationships, deal with conflict, negotiate differences, and understand and maintain appropriate professional boundaries.
2. Demonstrates responsibility for key patient care tasks which are completed promptly.
  - a. Maintains complete records of all patient contacts and pertinent information.
  - b. Produces clear and concise progress notes with appropriate attention to detail.
  - c. Completes all documentation in a timely manner.
  - d. Takes initiative in ensuring that key tasks are accomplished.
  - e. Ensures that records always include crucial information.

3. Demonstrates efficient and effective time management.
  - a. Efficiently accomplishes tasks without prompting, deadlines or reminders.
  - b. Utilizes time management skills regarding appointments, meetings, and leave.
  - c. Follows departmental and institutional policy regarding scheduling, vacations, and other responsibilities.
  - d. Independently assesses the larger task to be accomplished, breaks task down into smaller components, and develops timetable for completion.
  - e. Prioritizes various tasks and deadlines efficiently and without need for supervisor input.
  - f. Makes adjustments to priorities as demands evolve.
4. Engage in reflective practice conducted with self-assessment to further personal and professional development.
  - a. Appreciates and attends to own health behaviors and well-being and their potential impact on practice.
  - b. Exhibits good awareness of personal and professional problems.
  - c. Manages stressors to minimize impact on professional practice.
  - d. Demonstrates positive coping strategies with personal and professional stressors and challenges.
  - e. Actively seeks supervision/consultation and/or personal therapy to resolve relevant issues.
  - f. Appreciates the importance of professional development and utilizes supervision/mentorship appropriately.
5. Seeks supervision/consultation as necessary and uses it productively.
  - a. Actively seeks supervision/consultation when treating complex cases and in unfamiliar circumstances.
  - b. Prepares for supervision to maximize usefulness of consultation. Communicates effectively with supervisor to obtain necessary support/information.
  - c. Provides supervisor with necessary materials in preparation for supervisory sessions.
  - d. Is open and non-defensive in soliciting and incorporating feedback and recommendations from supervisors and other professionals.
  - e. Is appropriately assertive and not overly deferential towards supervisor. Is not overly defensive, is willing to accept feedback and to be observed and evaluated.

**E. ETHICAL AND LEGAL STANDARDS:**

1. Demonstrates good knowledge and appropriate application of ethical principles and Standards of the American Psychological Association, the Minnesota Laws and Rules under the Psychology Practice Act, and CentraCare Policy.
  - a. Identifies ethical and legal issues spontaneously and consistently and addresses them proactively and thoughtfully.
  - b. Uses good and reliable judgment about when supervision/consultation is needed.
  - c. Is responsive to supervisory input and utilizes information appropriately.
2. Effectively evaluates, manages, and documents patient risk in terms of immediate concerns such as suicidality, homicidality, duty to warn, and any other safety issues.
  - a. Assesses all risk situations fully prior to leaving work site for the day.
  - b. Collaborates with patients in crisis to make short-term safety plans, and intensify treatment as needed.
  - c. Takes appropriate actions to manage high-risk situations (e.g., escorting patients to ER) immediately in a manner consistent with departmental/institutional policy.
  - d. Follows up with patients, collaterals, and/or other health professionals appropriately.
  - e. Documents all high-risk situations and their management appropriately and promptly.
  - f. Seeks and utilizes supervision/consultation appropriately.

**F. SCHOLARLY INQUIRY and APPLICATION of CURRENT SCIENTIFIC KNOWLEDGE to PRACTICE:**

1. Demonstrates necessary self-direction in gathering clinical and research information to practice independently and competently.
  - a. Demonstrates commitment to evidence-based practice that integrates the best available research with clinical expertise in the context of patient characteristics, culture, and preferences.
  - b. Independently seeks out current scientific information to enhance clinical practice and other relevant areas by utilizing available databases, professional literature, seminars, training, and other resources.
  - c. Critically evaluates health and behavior research relevant to populations to be served.
  - d. Recognizes limits to competence and areas of expertise and takes steps to address these issues.
  - e. Requests and utilizes supervisor's suggestions of additional information and resources.
  - f. Demonstrates motivation to increase knowledge and expand range of professional skills through reading and supervision/consultation, as necessary.
  - g. Uses appropriate evaluation measures to evaluate outcomes and guide clinical decision-making.

**G. CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY COLLABORATION:**

1. Provides consultation as necessary and collaborates with other professionals.
  - a. Appreciates the importance of interprofessional practice including values, ethics, and roles of different disciplines.
  - b. Functions effectively as a member of the treatment team working with professionals from other disciplines.
  - c. Utilizes the electronic medical record to communicate appropriately as necessary.
  - d. Recognizes the boundary of one's own limitations in treating patients and makes appropriate referrals and/or seeks consultation, as necessary.
  - e. Obtains and provides referrals and follow up services to patients, collaterals, and other professionals as appropriate.

**H. SUPERVISION/TRAINING KNOWLEDGE AND SKILLS:**

1. Demonstrates good knowledge and use of supervision theory, models, techniques, and skills and if applicable engages in effective supervision.
  - a. Engages in independent efforts to learn about supervision theory, models, and effective practices in supervision (e.g., directed readings).
  - b. Is knowledgeable about theories, models, and effective practices in supervision.
  - c. Spontaneously and consistently applies supervision skills.
  - d. If supervising, builds rapport, establishes working relationship, and is appreciated by supervisee.
  - e. If supervising, provides useful direction, information, and feedback that is appropriate for supervisee's developmental level.
  - f. Seeks supervision/consultation as necessary on one's own supervisory skills.
2. Demonstrates skills in delivering didactic presentations and/or trainings in the clinic and/or community, to a range of individuals and/or audiences.
  - a. Demonstrates a solid grasp of material being presented.
  - b. Presents material that is relevant to audience needs and appropriate for audience educational level and understanding.
  - c. Exhibits good organization and structure of presentation material.
  - d. Is responsive and open to feedback regarding presentations and modifies teaching strategies as needed.
  - e. Utilizes teaching strategies that encourage participation and active engagement in the learning process.