

Promoting Competence in Health Service Psychology: Models, Methods, and Considerations

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Catherine L. Grus, Ph.D.,
Deputy Executive Director,
Education Directorate
American Psychological Association



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Why focus on competence?

- Public accountability is a fundamental value of a profession (Rodolfa et. al, 2005)
- Assure that those who provide services in the practice of their profession have met a quality threshold
- Shift within higher education toward an emphasis on the acquisition and maintenance of competence

a “culture of competence”

Roberts, Borden, Christiansen & Lopez (2005)



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Highlights of our Journey

APPIC – APA
Competencies
Conference
(2002)

APA
Competency
Benchmarks
(2006)

Competency
Assessment
Toolkit (2009)

Revised
Benchmarks
Competencies
(2011)

Competencies
for
Psychology
Practice in
Primary Care
(2013)

Standards of
Accreditation
for Health
Service
Psychology
(2017)



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The Benchmarks: A Developmental Model for Defining Competencies in Psychology

(Fouad et al., 2009)

- Delineates competency benchmarks, or measurable standards of performance, that are developmental and integrated through the sequence of education and training
- Developed by expert consensus



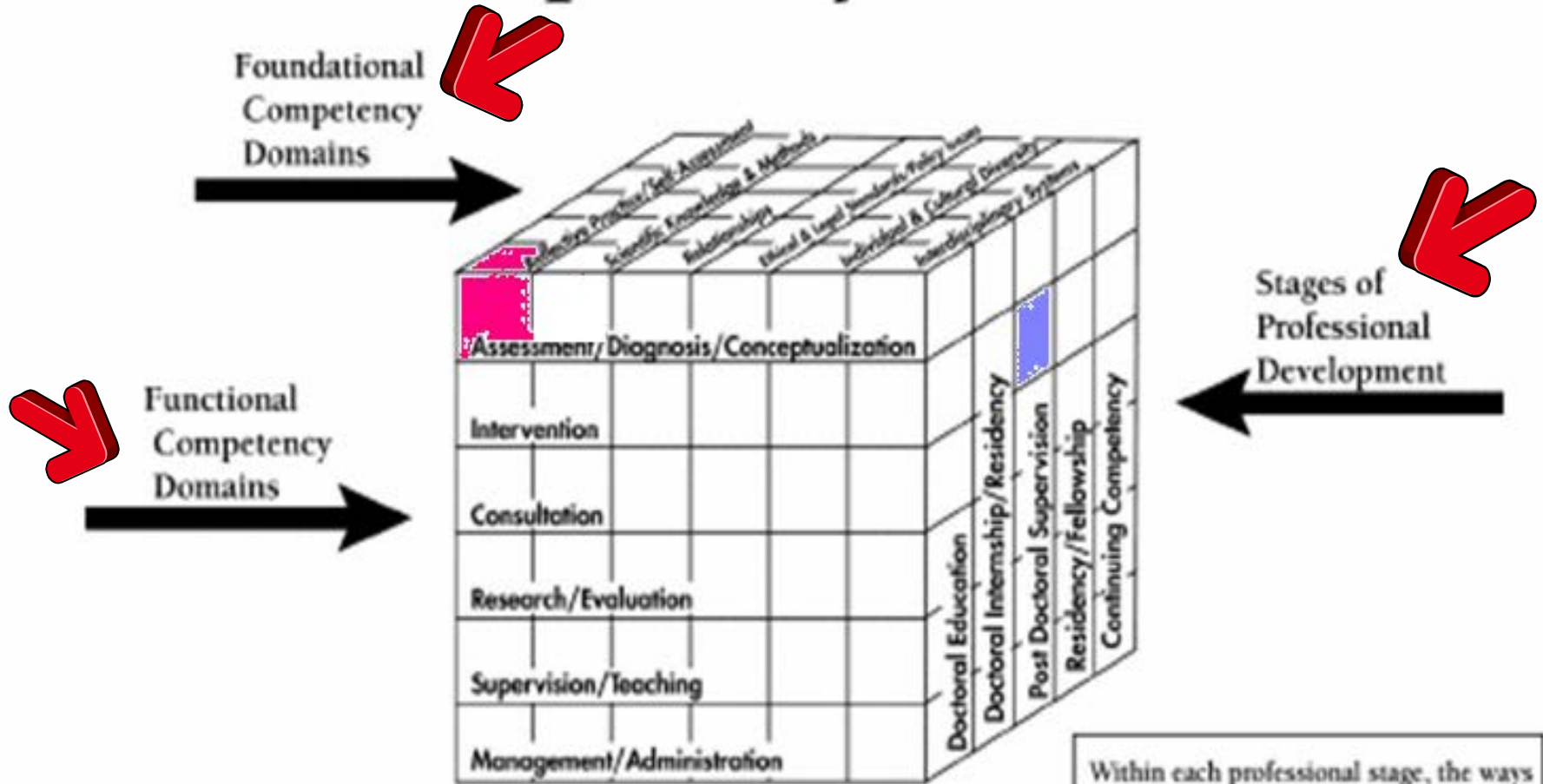
Competency Benchmarks Model

- Foundational competencies - the **knowledge, skills, attitudes, and values** that serve as the **foundation** for the functions a psychologist is expected to carry out
- Functional competencies - encompass the **major functions, or actions, that a psychologist is expected to carry out**, each of which requires reflective integration of foundational competencies
- **Developmental** - level of education and training incorporated into model
 - Readiness for Practicum, Internship, and entry-level to Practice



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Competency Cube**



**These Domains are not mutually exclusive, are interrelated, developmental in nature and occur at every stage of professional development.

Within each professional stage, the ways in which specialty education becomes relevant can be visualized through the Parameters of practice that differentiates specialities, namely:

- Populations served
- Problems addressed
- Procedures of theoretical orientation
- Settings

Tensions Encountered

- Too complex, too much work to change
- Where is the research support that this will improve training outcomes?
- Is this a “fad?”
- Why are you doing this?
- Will this be required?



Dissemination and Implementation Strategies

- Invited comment from broader education and training community
- Published in key psychology journal
- Multiple presentations with key stakeholder groups
- Web presence
- Associated resources: implementation guidebook, rating form



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2011 Revision to the Benchmarks

Simplified structure, grouped by six major categories:

- Professionalism
- Relational
- Science
- Application
- Education
- Systems



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Competency Assessment “Toolkit”

(Kaslow et al., 2009)

- Purpose: promote broader implementation of competence assessment and provide information about application of assessment methods to the assessment of competence
- Coordinated with benchmarks work group
- Addresses competency assessment at the three levels of education and training from the benchmarks and for the practicing professional



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Assessment Methods in Toolkit

- Annual Rotation Performance Review
- Case Presentation
- Client/Patient Process/Outcome Measure
- Competence Evaluation Rating Form
- Consumer Satisfaction Survey
- OSCE
- Portfolio
- Ratings of live or recorded performance
- Record Review
- Self-Assessment
- Simulation/Role Play
- Standardized Client/Patient
- Structured Oral Exam
- Written Examination
- 360



Components of Toolkit

- Assessment Method Fact Sheets
 - Description
 - Use specific to core competencies, formative vs. summative, developmental level
 - Implementation
 - Psychometrics
 - Strengths/Challenges
 - Future Directions
- Grid of Assessment Methods and Competencies Best used for



Specialty Specific Models in Psychology

- Clinical Health Psychology (2008)
- Psychology in Primary Care (2013)

- Examples of others not based on the Benchmarks
 - Rehabilitation psychology (2005)
 - Geropsychology (2009)

- Profession Wide Competencies, APA Standards for Accreditation in Health Service Psychology (2017)



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Remember

“Quality isn’t something you lay on top of subjects and objects like tinsel on a tree. It is the core from which the tree must start”



- Zen and the Art of Motorcycle Maintenance



For more information:

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<http://www.apa.org/ed/graduate/competency.aspx>

