

Wisconsin Department of Safety and Professional Services

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PSYCHOLOGY EXAMINING BOARD

PSYCHOLOGY APPLICANT'S SELF EVALUATION FORM

APPLICANT:	Date form completed:
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Definition: In this worksheet, “**competence**” and “**competency**” refer to the level of skill and knowledge development necessary to work with routine and challenging cases or clients and the wisdom to seek consultation for unusual or difficult cases in independent practice. No entry level psychologist (or any psychologist) is expected to demonstrate this level of competence in all the areas in which psychologists may practice. It is expected that all psychologists will be aware of the limits of their competency.

I read the Instructions for Psychology Licensure Applicants (Form #615) before completing this form.

Instructions: Each statement provides a behavioral description of what is expected for *entry* into independent practice. Carefully consider each statement, trying to answer, “*On the basis of what education, supervision/consultation, and experience do I claim competence?*” or “*Do my clients/patients, peers, supervisors/consultants, co-workers, supervisees/consultees see me this way?*” If you do not have a good answer, you may not have achieved the level of competence.

Competencies can be conceptualized as either **foundational** or **functional** (Rodolfa, et. al, 2005¹). **FOUNDATIONAL COMPETENCIES** refer to the knowledge, skills, attitudes, and values that serve as the foundation for the functions of a licensed psychologist. By virtue of completing your doctoral degree and passing the EPPP, you established foundational competence in the areas of **scientific mindedness, knowledge of current research, and knowledge of theory.**

Part 1: Foundational Competencies

Directions:	None/Not Applicable	Limited Exposure	Developing Ability	Competent for Independent Practice
Check the column that represents your self-assessment of your competence.				
If an item lies outside the scope of your education, training, supervised experience, consultation, study, or professional experience, check “None/Not Applicable.”				

PROFESSIONALISM: behavior and comportsment that reflects the professional values and ethics of psychology.

Integrity-Honesty: articulate professional values and independently act to correct situations that conflict with those professional values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Department: Use verbal and nonverbal communications (e.g., speech, actions, dress) appropriately and in a professional manner considering the context, including in challenging interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability:				
• accept personal responsibility across settings and contexts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• work to fulfill client-provider contract.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• use external review of quality of services provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Concern for the welfare of others				
• communicate and act with sensitivity to other’s experiences and needs while retaining professional demeanor and department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• respect the beliefs and values of colleagues even when inconsistent with my own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• act to benefit the welfare of others, especially those in need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Identity				
• keep up with advances in profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

¹ Rodolfa, E., Bent, R., Eisman, E., Nelson, P., Rehm, L., & Ritchie, P. (2005). A cube model for competency development: Implications for psychology educators and regulators. *Professional Psychology: Research and Practice*, 36, 347-354.

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Directions:				
Check the column that represents your self-assessment of your competence.				
If an item lies outside the scope of your education, training, supervised experience, consultation, study, or professional experience, check "None/Not Applicable."	None/Not Applicable	Limited Exposure	Developing Ability	Competent for Independent Practice

<ul style="list-style-type: none"> • contribute to the development & advancement of colleagues and the profession. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • integrate science into professional practice. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SELF-ASSESSMENT: REFLECTIVE PRACTICE:

Use self as an evaluative/therapeutic tool: habitually monitor internal states and behavior in the context of professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self monitor: accurately assess individual strengths and areas in need of improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-corrective practice: avoid or ameliorate impact of weaknesses on professional functioning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prompt intervention: change behavior and improve professional effectiveness based on self-monitoring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CULTURAL IDENTITY AND DIVERSITY:

Cultural awareness and bias: articulate, understand, and monitor cultural identity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural sensitivity: <ul style="list-style-type: none"> • understand, discuss, and modify treatment approaches and goals considering a client's cultural background by using culturally appropriate skills and techniques to improve client outcomes. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • understand, discuss, and modify assessment methods considering a client's cultural background. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • in reports, articulate the influence of a client's/patient's cultural background on the testing situation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cultural knowledge: <ul style="list-style-type: none"> • understand and appreciate nuances of the client's culture. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • know how to gain knowledge and understanding of cultural groups (expand cultural knowledge). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seek consultation or supervision when relevant, when uncertain about diversity issues, or in response to feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RELATIONSHIP SKILLS AND INTERDISCIPLINARY SYSTEMS:

Possess good relationship skills (ability to negotiate conflictual, difficult, and complex relationships) in interactions with: <ul style="list-style-type: none"> • peers/co-workers 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • supervisors/consultants (establish and maintain a productive learning alliance). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • allied professionals (e.g., effective participation in multidisciplinary meetings). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • other individuals (e.g. support staff). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understand professional boundaries (e.g., you apply ethical guidelines and communicate with other providers).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Act appropriately in a professional setting (e.g., handle role conflicts, understand and appreciate role of other professionals).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressive skills: <ul style="list-style-type: none"> • effectively communicate with peers and colleagues: eloquent and articulate command of language and ideas in both written and verbal forms. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • effectively communicate with clients/patients: ability to communicate ideas in ways clients/patients can understand. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receptive/Listening skills: <ul style="list-style-type: none"> • demonstrate advanced interpersonal skills (understand diverse viewpoints, accept and use feedback from others). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • comprehend and clarify complex or confusing communication. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> • empathize with others. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>Directions:</p> <p>Check the column that represents your self-assessment of your competence.</p> <p>If an item lies outside the scope of your education, training, supervised experience, consultation, study, or professional experience, check "None/Not Applicable."</p>	None/Not Applicable	Limited Exposure	Developing Ability	Competent for Independent Practice
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ETHICAL-LEGAL STANDARDS AND POLICY: Applying codes of ethics to professional behavior and boundaries.

Possess a working knowledge of ethical guidelines (e.g., APA Ethical Principles and Code of Conduct, Wisconsin Administrative Code PSY 5 Conduct, ASPPB Code of Conduct) and other public policy, legal, and professional standards and guidelines.	□	□	□	□
Identify and analyze potential ethical conflicts spontaneously, reliably, and accurately.	□	□	□	□
Address ethical conflicts proactively.	□	□	□	□
Prevent ethical problems and unprofessional conduct.	□	□	□	□
Foster ethical behavior among peers and within organizations.	□	□	□	□
Seek consultation with other professionals.	□	□	□	□

Part 2: Functional Competency Domains

Functional competencies encompass the major skills or functions used by psychologists in the practice of psychology.

EVALUATION/ASSESSMENT/DIAGNOSIS/CASE CONCEPTUALIZATION:

Psychologists use these basic skills in formulating a diagnosis, devising a treatment plan, or answering referral questions (consultation); they serve as a starting point for assessment, intervention, and consultation activities.

Definitions:

- *Evaluation:* evaluative or diagnostic interview performed to write an intake report or mental status report, formulate a treatment plan, or arrive at a clinical diagnosis.
- *Assessment:* an evaluation that adds psychological testing to the process resulting in a written psychological assessment report.

Use clinical/diagnostic interviewing to identify a client's/patient's concerns in the context of her or his history.	□	□	□	□
Use behavioral observation skills in evaluation, assessment, diagnosis, or case conceptualization.	□	□	□	□
Formulate a problem or case description that includes the ICD/DSM (current eds.) (Axes I-III, IV-V optional) or other recognized diagnostic system.	□	□	□	□
Select appropriate assessment procedures.	□	□	□	□
Projective personality test(s): List: administration and scoring.	□	□	□	□
interpretation	□	□	□	□
Objective personality test(s): List: administration and scoring	□	□	□	□
interpretation	□	□	□	□
Cognitive-intelligence tests: List: administration and scoring	□	□	□	□
interpretation	□	□	□	□
Neuropsychological screening tests: List: administration and scoring	□	□	□	□
interpretation	□	□	□	□
Neuropsychological assessment battery or evaluation procedures: List: administration and scoring	□	□	□	□
interpretation	□	□	□	□

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Directions:				
Check the column that represents your self-assessment of your competence.				
If an item lies outside the scope of your education, training, supervised experience, consultation, study, or professional experience, check "None/Not Applicable."	None/Not Applicable	Limited Exposure	Developing Ability	Competent for Independent Practice
Special tests (e.g., BDI, STAI, EDI, SIRS): List administration and scoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interpretation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluation/assessment competencies for specific populations:				
infant/toddler (ages birth-2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
preschool children (ages 3-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
children (ages 5-12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
adolescents (ages 13-17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
adults (approximately ages 19-65)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
geriatric (approximate over age 65)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other specific subpopulations: List:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use evaluation/assessment data to write an integrated report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use evaluation/assessment data to formulate meaningful treatment plans/treatment recommendations in report.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evaluate ongoing treatment changes and modify treatment plan accordingly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

INTERVENTION/THERAPY AREA:

Articulate and use one or more theoretical approaches to interventions including its evidence base.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use theoretical knowledge to plan therapeutic interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manage and de-escalate crises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use listening and communication to establish a productive therapeutic alliance (relationship building).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjust therapeutic intervention techniques during course of a session to meet client needs (therapeutic flexibility).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effectively time therapeutic interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify my affect and its appropriate use in therapy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulate realistic treatment goals in the context of therapy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conduct short-term treatment.				
Conduct long-term treatment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establish appropriate inclusion/exclusion criteria (i.e., know with which clients you can and cannot work).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific group treatment competencies:				
<input type="checkbox"/> lead or <input type="checkbox"/> supervise support groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> lead or <input type="checkbox"/> supervise psycho-educational treatment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
facilitate symptom focused groups (e.g., AODA, trauma, grief, depression).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
facilitate group processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific population treatment competencies: conceptualize and understand treatment issues and practice specific to:				
infant/toddler (ages birth-2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
preschool children (ages 3-5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
children (ages 5-12)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
adolescents (ages 13-17)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
adults (approximately ages 19-65)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
geriatric (approximate over age 65)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other specific subpopulations: List:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Directions:				
Check the column that represents your self-assessment of your competence.				
If an item lies outside the scope of your education, training, supervised experience, consultation, study, or professional experience, check "None/Not Applicable."	None/Not Applicable	Limited Exposure	Developing Ability	Competent for Independent Practice

Conceptualize and understand setting-specific issues (e.g., correctional, counseling center, inpatient, industrial organization, etc.): List:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conceptualize and understand service-specific issues (e.g., family therapy, eating disorders, hypnosis, legal process, etc.): List:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriately terminate with clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONSULTATION AREA:

Definition: *psychological consultation* is the work or business of providing expert advice or services such as conducting psychological assessments at the request of other professionals, taking part in multidisciplinary team meetings, participating in a peer "supervision" group, etc.

Scope of consultation:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
identify situations in which providing consultation lies within my scope of practice.				
consider and explain possible ethical concerns to all concerned parties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prepare all relevant parties to accept realistic goals for the process/project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task clarification:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
analyze, clarify, and refine the consultation question and gather information necessary to answer it.				
collaborate with the relevant parties about the design of the consultation process or project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
design a plan to cover the stages of the consultation process/project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
clarify roles and expectations for all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flexibility:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
shift roles and role functions according to situational demands to meet the needs of a referral source.				
establish a method to monitor the effectiveness of the consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication: prepare useful consultation reports in routine and most complex cases with clear and precise recommendations to all appropriate parties (see section on ASSESSMENT).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Follow-up: engage in consultative follow-up as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

RESEARCH/PROGRAM EVALUATION:

Conduct research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Apply research to professional activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUPERVISION/TEACHING of others:

Supervision:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
model: use a philosophy or model of supervision to negotiate the complexity of the supervisor role including ethical, legal, and contextual issues.				
process: use the supervisory relationship to foster development of supervisees and their clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
diversity: foster appreciation of the complex relationships among an individual, the peer-group, the cultural group, and the society-at-large and how it might affect the interactions among the supervisor, supervisee, and client(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
service delivery: provide supervision independently to less advanced students, peers or other service providers in typical or routine cases.				
ethics: identify and analyze complex ethical and legal issues in supervision and act proactively to address them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Directions:	None/Not Applicable	Limited Exposure	Developing Ability	Competent for Independent Practice
Check the column that represents your self-assessment of your competence.				
If an item lies outside the scope of your education, training, supervised experience, consultation, study, or professional experience, check "None/Not Applicable."				

Teaching:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
plan: identify concepts to be taught and their research/empirical support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
evaluation: evaluate effectiveness of teaching skills and methods and achievement of learning objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MANAGEMENT-ADMINISTRATION: (manage the direct delivery of services and/or the administration of organizations, programs, or agencies.)

Leadership:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
staff development: develop systems for evaluating supervisees/staff/employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
communication: communicate appropriately to parties at all levels in the system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
guidance: provide direction to others within the system(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
quality improvement: identify opportunities for quality improvement of delivery of services to organizations, programs, or agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
planning: identify resources needed to develop a business plan (vision).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
planning: develop an effective plan included forecasting, goals, and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management: managing direct delivery of professional services:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
implement state and federal worker protection and non-discrimination laws (if appropriate).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
participate in the development of policies and guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
staff development: develop systems for educating/training supervisees/staff/employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
develop effective recruitment, hiring, and retention plans for supervisees/staff/employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
develop reasonable job performance standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
develop effective job performance measurement and monitoring systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
develop effective performance based corrective actions, disciplinary actions, and rewards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
respond promptly to organizational demands.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
effectively delegate responsibility, coordinate work teams/areas, manage conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
effectively design and implement change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Program Development:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
recognize a setting's needs and take steps to address them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
possess and demonstrate awareness of an organization's program's or agency's principle policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide others with face-to-face and written direction (staff direction).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
design and delineate organizational structure(s), functional relationships among staff and/or structural components, and any role/position requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part 3: COMPETENCY SUMMARY:

Based on your self-assessment and review of these guidelines, rate yourself "C" for *Competent* to practice independently, and "Ex for *Experienced* enough (i.e., "Developing Ability") to perform tasks with supervision/consultation on the following tasks. Leave blank if you do not expect to practice in the area.

C	Ex	
<input type="checkbox"/>	<input type="checkbox"/>	Professionalism
<input type="checkbox"/>	<input type="checkbox"/>	Self-Assessment: Reflective Practice
<input type="checkbox"/>	<input type="checkbox"/>	Cultural Identity and Diversity

C	Ex	
<input type="checkbox"/>	<input type="checkbox"/>	Relationship Skills/Interdisciplinary Systems
<input type="checkbox"/>	<input type="checkbox"/>	Ethical-Legal Standards and Policy
<input type="checkbox"/>	<input type="checkbox"/>	

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3. FUNCTIONAL COMPETENCIES:

	Infant-Toddler (ages birth-2)		Preschool children. (ages 3-5)		Children (ages 5-12)		Adolescents (ages 13-17)		Adults (approx. ages 19-65)		Geriatric (approx. over 65)		Other specific subpopulations (list):	
	C	Ex	C	Ex	C	Ex	C	Ex	C	Ex	C	Ex	C	Ex
Evaluation/Assessment/Diagnosis/Case Conceptualization														
Evaluation (interviewing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment (testing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diagnosis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neuropsychological screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Neuropsychological assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulate treatment plans/recommendations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forensic (e.g., competency) evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Infant-Toddler (ages birth-2)		Preschool children. (ages 3-5)		Children (ages 5-12)		Adolescents (ages 13-17)		Adults (approx. ages 19-65)		Geriatric (approx. over 65)		Other specific subpopulations (list):	
	C	Ex	C	Ex	C	Ex	C	Ex	C	Ex	C	Ex	C	Ex
Intervention (treatment/therapy)														
Individual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Couple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C	Ex	CONSULTATION
<input type="checkbox"/>	<input type="checkbox"/>	with peers
<input type="checkbox"/>	<input type="checkbox"/>	with other professionals
<input type="checkbox"/>	<input type="checkbox"/>	with family members
<input type="checkbox"/>	<input type="checkbox"/>	with industry / organizations

C	Ex	SUPERVISION/TEACHING
<input type="checkbox"/>	<input type="checkbox"/>	supervise students/peers/other service providers
<input type="checkbox"/>	<input type="checkbox"/>	teach students in planned courses
<input type="checkbox"/>	<input type="checkbox"/>	Other:

C	Ex	RESEARCH/PROGRAM EVALUATION
<input type="checkbox"/>	<input type="checkbox"/>	Conduct research
<input type="checkbox"/>	<input type="checkbox"/>	Program evaluation
<input type="checkbox"/>	<input type="checkbox"/>	Other:

C	Ex	MANAGEMENT-ADMINISTRATION
<input type="checkbox"/>	<input type="checkbox"/>	staff development, planning, implementation
<input type="checkbox"/>	<input type="checkbox"/>	facilitate communication across all levels
<input type="checkbox"/>	<input type="checkbox"/>	quality improvement
<input type="checkbox"/>	<input type="checkbox"/>	management direct delivery of service
<input type="checkbox"/>	<input type="checkbox"/>	Other:

C	Ex	OTHER AREAS OF PRACTICE: Describe
<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	

These competencies can be transferred to Nature of Intended Practice of Psychology (Form #2553).

Applicant Signature:	Date:
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