Addendum to the official department policies
Clinical Psychology, Seattle Pacific University
November 2007

Comprehensive Evaluation of Student Competence

**Developed by the Student Competence Task Force of the
Council of Chairs of Training Councils (CCTC)
http://www.apa.org/ed/graduate/cctc.html
December 4, 2003**

Professional psychologists are expected to demonstrate competence within and across a number of different but interrelated dimensions. Because programs that educate and train professional psychologists also strive to protect the public and profession, faculty, training staff, and supervisors in such programs have a legitimate and vested interest in the comprehensive evaluation of student competence to include multiple aspects of development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical).

As such—and consistent with a range of oversight, professional, ethical, and licensure guidelines and procedures that are relevant to processes of training, practice, and the assessment of competence within professional psychology (e.g., Ethical Guidelines, 2002; Multicultural Competencies, 2002; Competencies Conference 2002; Guidelines and Procedures Committee on Accreditation, 2002: Association of State and Provincial Psychology Boards, 2003)—the Council of Chairs of Training Councils (CCTC) (2003) has developed the following policy language that doctoral, internship, and postdoctoral training programs in psychology may use in their respective program handbooks and other written materials.

Not all students understand or appreciate that multiple aspects of their professional development and functioning (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) will be evaluated throughout the process of education and training in professional psychology programs (e.g., doctoral, internship, postdoctoral). Such comprehensive evaluation is necessary in order for faculty, training staff, and supervisors to appraise the professional development and competence of their students. This policy language attempts to (a) disclose and make these expectations explicit for students at the outset of education and training, and (b) provide an opportunity for students to determine whether they do or do not wish to participate in such processes and experiences.

Students in psychology training programs (at the doctoral, internship, or postdoctoral level) should know—at the outset of training—that their faculty, training staff, and supervisors have a professional, ethical, and potentially legal obligation to: (a) evaluate the interpersonal competence and emotional well being of student trainees who are under their supervision, and who provide services to clients and consumers, and (b) ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, professional psychology education and training programs, faculty, training staff, and supervisors strive not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

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The CCTC policy statement (above)
was unanimously approved by the
Clinical Psychology (CPY) Faculty
Seattle Pacific University

And officially posted on the
CPY Department website
for 24/7 student access

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