Excerpts From Competency Benchmarks Document, CALSWEC II, and AAMFT Competencies

BENCHMARKS (PSYCHOLOGY)

Foundational Competencies

Reflective Practice Self-Assessment – Practice conducted within the boundaries of competencies, commitment to lifelong learning, engagement with scholarship, critical thinking, and a commitment to the development of the profession.

<table>
<thead>
<tr>
<th>Developmental Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reflective Practice</td>
</tr>
<tr>
<td>Readiness for Practicum</td>
</tr>
<tr>
<td>Essential Component: willingness to consider one’s own material; basic mindfulness and self-awareness</td>
</tr>
<tr>
<td>Behavioral Anchor: problem solving skills, critical thinking, organized reasoning, intellectual curiosity and flexibility, willingness/ability to self-disclose personal material</td>
</tr>
</tbody>
</table>

B. Self-Assessment and Self-Care

| Readiness for Practicum | Readiness for Internship | Readiness for Entry to Practice |
| Essential Component: knowledge of core competencies; emerging self-assessment re: | Essential Component: accurate self-assessment; consistent monitoring and evaluation of practice | Essential Component: ability to accurately critique one’s own performance (self-monitoring); self-corrective |
competencies; understanding of the importance of self-care in effective practice; knowledge of self-care mechanisms; attention to self-care

Behavioral Anchor:
- demonstrates the interpersonal and intrapersonal willingness and ability to consider one’s own motives, attitudes, behaviors and one’s effect on others
- basic awareness and attention to self-care
- awareness of clinical competencies for professional training

activities; willingness to acknowledge and correct errors; the ability to accept and use feedback effectively; monitoring of issues related to self-care with supervisor; understanding of the central role of self-care to effective practice

Behavioral Anchor:
- ability to accept and use feedback effectively
- works with supervisor to monitor issues related to self-care
- identifies areas requiring further professional growth
- writes a personal statement of professional goals (draft document for APPI)
- identifies learning objectives for each practicum as part of an overall training plan
- systematically reviews own professional performance via videotape or other technology

practice; self-monitoring of issues related to self-care and prompt interventions when disruptions occur

Behavioral Anchor:
- systematically reviews of own professional performance via videotape or other technology
- changes behavior based on self-monitoring
- anticipates disruptions in functioning and intervenes at an early stage/with minimal support from supervisors

C. Professionalism

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
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<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Component: beginning understanding of professionalism, including comportment and “thinking like a psychologist”</td>
<td>Essential Component: emerging professional identity as psychologist; uses resources for professional development (supervision, literature)</td>
<td>Essential Component: consolidation of one’s professional identity as a psychologist; knowledgeable about issues central to the field; evidence of integration of science and practice</td>
</tr>
</tbody>
</table>

Behavioral Anchor:
- demonstrates personal organization skills, timeliness
- demonstrates appropriate personal hygiene
- demonstrates appropriate dress
- Has membership in professional organizations
- demonstrates knowledge of the program

Behavioral Anchor:
- attends colloquia, workshops, conferences
- summarizes literature relevant to client care
- accurately documents case consultation in progress notes
- actively participates in supervision process
- demonstrates awareness of the impact behavior has on clients

Behavioral Anchor:
- keeping up with advances in profession
- contributing to the development & advancement of the profession and one’s colleagues
- demonstrates awareness of the impact behavior has on public and profession
and profession (training model, core competencies)
- demonstrates knowledge about practicing within one’s competence
- demonstrates understanding that knowledge goes beyond formal training

This document represents the product of the Assessment of Competency Benchmarks Work Group convened by the APA Board of Educational Affairs in collaboration with the Council of Chairs of Training Councils (CCTC). This document does not represent policy of the American Psychological Association. (June 2007)

<table>
<thead>
<tr>
<th>Individual and Cultural Diversity - Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental Level</strong></td>
</tr>
<tr>
<td><strong>A. Self as shaped by individual and cultural diversity</strong> (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context</td>
</tr>
<tr>
<td><strong>Readiness for Practicum</strong></td>
</tr>
<tr>
<td>Essential Component: Knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards divers others</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>- Demonstrates this self knowledge, awareness, and understanding. For example: articulates how ethnic group values influence who one is and how one relates to other people.</td>
</tr>
<tr>
<td>- Uses knowledge of self to monitor effectiveness as a professional</td>
</tr>
<tr>
<td>- Critically evaluates feedback and initiates supervision regularly about diversity issues</td>
</tr>
</tbody>
</table>
B. Others as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
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<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Component:</strong></td>
<td><strong>Essential Component:</strong></td>
<td><strong>Essential Component:</strong></td>
</tr>
<tr>
<td>Knowledge, awareness, and understanding of others individuals as cultural beings</td>
<td>Applies knowledge of others as cultural beings in assessment, treatment, and consultation of others</td>
<td>Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>• Demonstrates knowledge, awareness and understanding of the way culture and context shape the behavior of other individuals.</td>
<td>• Understands multiple cultural identities in work with others</td>
<td>• Independently articulates, understands, and monitors cultural identity in work with others</td>
</tr>
<tr>
<td></td>
<td>• Uses knowledge of others’ cultural identity in work as a professional</td>
<td>• Regularly uses knowledge of others to monitor and improve effectiveness as a professional</td>
</tr>
<tr>
<td></td>
<td>• Critically evaluates feedback and initiates supervision regularly about diversity issues with others</td>
<td>• Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues with others</td>
</tr>
</tbody>
</table>

C. Interaction of self and others as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
<th>Readiness for Internship</th>
<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Component:</strong></td>
<td><strong>Essential Component:</strong></td>
<td><strong>Essential Component:</strong></td>
</tr>
<tr>
<td>Knowledge, awareness, and understanding of interactions between self and diverse others</td>
<td>Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others</td>
<td>Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>• Demonstrates knowledge, awareness and understanding of the way culture and context</td>
<td>• Understands the role of multiple cultural identities in interactions among individuals</td>
<td>• Independently articulates, understands, and monitors multiple cultural identities in interactions with</td>
</tr>
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</tbody>
</table>
shape interactions between and among individuals.

- Uses knowledge of the role of culture in interactions in work as a professional
- Critically evaluates feedback and initiates supervision regularly about diversity issues with others
- Regularly uses knowledge the role of culture in interactions to monitor and improve effectiveness as a professional
- Critically evaluates feedback and initiates consultation or supervision when uncertain about diversity issues with others

### D. Applications based on individual and cultural context

<table>
<thead>
<tr>
<th>Readiness for Practicum</th>
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<th>Readiness for Entry to Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Component:</strong> Basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD (as defined by APA policy) as they apply to professional psychology. Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)</td>
<td>Essential Component: Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation</td>
<td>Essential Component: Applies knowledge, skills, and attitudes regarding intersecting and complex dimensions of diversity for example, the relationship between one’s own dimensions of diversity and one’s own attitudes towards diverse others to professional work</td>
</tr>
<tr>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
<td>Behavioral Anchor:</td>
</tr>
<tr>
<td>- Demonstrates basic knowledge of literatures on individual and cultural differences and engages in respectful interactions that reflects this knowledge</td>
<td>- Demonstrates knowledge of ICD literature and APA policies including guidelines for practice with diverse individuals, groups and communities</td>
<td>- Articulates an integrative conceptualization of diversity as it impacts clients, self and others (e.g., organizations, colleagues, systems of care)</td>
</tr>
<tr>
<td>- Demonstrates understanding of the need to consider ICD issues in all aspects of</td>
<td>- Demonstrates ability to address ICD issues across professional settings and activities</td>
<td>- Habitually adapts one’s professional behavior in a culturally sensitive manner, as appropriate to the needs of the client, that improves client</td>
</tr>
</tbody>
</table>
| professional psychology work through respectful interactions | others in professional activities  
- Demonstrates awareness of effects of oppression and privilege on self and others | outcomes and avoids harm  
- Articulates and uses alternative and culturally appropriate repertoire of skills and techniques and behaviors  
- Seeks consultation regarding addressing individual and cultural diversity as needed  
- Uses culturally relevant best practices |

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Excerpt from:

**CALSWEC II – MENTAL HEALTH COMPETENCIES FOUNDATION YEAR**

**Competency School Curriculum Agency Curriculum**

**I. Culturally and Linguistically Competent Generalist Practice**

I. Culturally and Linguistically Competent Generalist Practice
The worker-client relationship is the key component of effective practice and can only be beneficial in a context of genuine empathy that creates meaningful engagement. A working knowledge of and sensitivity to the dynamics of ethnic and cultural differences is at the core of mental health services. Mental health clients and social workers bring a set of values, beliefs and lifestyles that are molded as a result of their personal experiences with mental illness, mental health systems and their own identity within their culture. Students will be able to recognize, understand and appreciate their own culture as well as the cultures of others. This section includes knowledge, values and skills to assist foundation students in developing awareness and sensitivity to key issues in working with multicultural populations. Given the increasingly diverse service population in the public mental health system, cultural competency and understanding of the cultural norms of California's major ethnic groups should be a criterion for competent performance throughout the curriculum. Linguistically competent practice is not only the importance of language but includes the dynamic complexities of effective communication in order to provide culturally competency services.

**Foundation Competencies**

1. Student understands the impact of the role of racial, ethnic, age, class, multiple cultural identities, gender identities, and sexual orientation identity on interpersonal encounters in community mental health practice relationships.
2. Student demonstrates knowledge of immigration, migration, resettlement and relocation patterns of the major ethnic groups in the US in the context of both historical and current manifestations of oppression, racism, prejudice, discrimination, bias and privilege.
3. Student demonstrates knowledge of differences between the experiences of immigrants and refugees and the different impact those experiences have on individuals and families.
4. Student demonstrates awareness of the effects of acute and accumulative trauma on the health status; health beliefs; help-seeking behaviors; and health practices, customs and traditions of diverse clients and communities.
5. Student demonstrates knowledge of the unique legal, historical and current relationships with the US government that American Indian/Alaska Native nations possess and the effect these relationships have on the health status; health beliefs; help-seeking behaviors; and health practices, customs and traditions within and among their diverse tribal communities.
6. Student understands the influence and value of traditional ethnic and culturally based practices, which impact the mental health of the individual or family, and uses this knowledge in working with clients, families and the community.
7. Student demonstrates knowledge of legal, social, political, economic and psychological issues facing immigrants and their families in a new and different environment. The student uses this knowledge to better understand client's choices/decisions related to mental health care, health care etc.
8. Student demonstrates an understanding of the impact and importance of assimilation and acculturation processes in order to work effectively with culturally diverse individuals, families, and communities.
9. Student understands the background and applicability of theories of practice to various ethnic and cultural groups, as well as other diverse groups.
10. Student shows respect for professional social work values and demonstrates a commitment to cultural competence by demonstrating an ongoing self evaluation process with regard to their own multicultural awareness and perceptions of difference.
11. Student understands the importance of the client and community's native language, how it reflects and influences identity, meaning and world view, as well as its importance in mental health treatment and its necessity in all communication with clients and the community (signs, forms, receptionist, media, etc.)
12. Student understands the full range of implications for assessment and diagnosis, including the danger of misdiagnosis when English is not the client's primary language and professional translation services are not utilized.
13. Student understands that variance in a client’s language can impact the expression and understanding of symptoms and attributions of illness.
14. Student understands and is aware how his/her own cultural values, beliefs, norms, and world view influence perception and interpretation of events and can influence the relationship with clients.
15. Student respects religious and or spiritual beliefs and values about physical and mental functioning that are different from their own.
16. Student understands how biases, prejudices and beliefs are formed about poverty, gender identities, sexual orientation, homelessness, substance abuse and mental illness and the affect on their relationship with clients.
17. Student demonstrates understanding and awareness of disparities for racial and ethnic minorities, and other culturally diverse groups in terms of access, appropriateness, availability and quality of mental health services.

**Foundation Competencies Practice with Individuals**

1. Student has an understanding of human development and the life cycle. Student has knowledge of the major themes and tasks of each developmental stage.
2. Student will be able to recognize personal values and biases and be able to distinguish life-style choices from clinical issues.
3. Student demonstrates effective interviewing and engagement skills with individuals and families.
4. Student understands the role and limitations of using interpreters and translators in providing services.
5. Student will demonstrate the ability to understand and complete a comprehensive assessment of an individual and their family. Following legal and ethical guidelines, appropriate collaborative information will be obtained to assist in the assessment.
6. Student demonstrates an understanding of contributing factors to serious emotional and behavioral disorders.
7. Student demonstrates an understanding of the factors that contribute to the disabling effects of serious mental illness.
8. Student can identify the signs of abuse/neglect with minors, the elderly and dependent adults. Student will be knowledgeable of reporting laws and collaborate with their supervisor regarding reporting.

9. Student will be knowledgeable of reporting laws regarding suicidal and homicidal intent. Student will collaborate with their supervisor regarding appropriate action including involuntary commitment.

10. Student will be knowledgeable about ethical issues pertaining to treatment including boundaries, dual relationships and confidentiality.

11. Student will demonstrate proper documentation/charting as required by the agency.

12. Student will have knowledge of natural, community and institutional supports for persons in crisis.


14. Student demonstrates knowledge of the diagnostic criteria for substance abuse and dependence.

15. Student demonstrates beginning ability to develop a diagnostic formulation based on a thorough assessment.

16. Student is able to develop a coordinated treatment and/or case management service plan, which includes discharge planning.

17. Student demonstrates beginning skills in the use of time-limited interventions.

18. Student demonstrates understanding of therapeutic “use of self” as an intervention tool for delivery of effective services.

19. Student demonstrates knowledge of the principles of integrated dual diagnosis treatment.

20. Student demonstrates knowledge of the principles underlying recovery supportive practice.

Practice with Families
1. Student has an understanding of interdisciplinary theories and clinical models that guide social work intervention with diverse family systems.
2. Student has knowledge of the changes occurring across the life span of family members, which impacts on family functioning.
3. Student is able to assess from an ecological perspective the diversity of family structures (i.e. membership in an ethnic and racial group, gender, sexual orientation) as these have meaning for guiding the design and implementation of interventions.
4. Student implements a psycho-educational intervention model which provides information, support and structure for families of a client with a major mental illness.
5. Student shows an ability to engage and work with a family in an effective family-driven manner.

Full document at:
http://calswec.berkeley.edu/CalSWEC/MH_Matrix_Competencies_Fdn.pdf

ADVANCED YEAR
I. Culturally and Linguistically Competent Mental Health Practice
This section builds upon the multicultural knowledge, values and skills delivered in the foundation year. Culturally competent practice
acknowledges the integral role that culture plays in all individuals' lives, and its influence on not only the ability to adapt to life events, stresses, successes and failures, but also the willingness and ability to undergo treatment for mental health disorders. Advanced students demonstrate the ability to recognize, understand and appreciate their personal culture as well as the culture of others. In conducting mental health assessments, intervention and termination activities, advanced students demonstrate understanding of the impact and interaction of social and political categories of race, ethnicity, age, gender, class, ability, mental illness, sexual/affectional orientation, religion, education, profession, residence, marital status, etc. at the personal, interpersonal, institutional and community levels. Advanced students demonstrate attention to culturally guided community based interventions as well as a commitment to social justice.

1. Student demonstrates knowledge and appreciation of personal culture and the cultural differences of others, and is able to identify the strengths of diverse populations. Student is able to identify how his/her personal culture may have positive or negative effects on service provision.
2. Student demonstrates knowledge of diversity within ethnic and cultural groups in terms of social class, assimilation, acculturation and the individual's way of being.
3. Student is able to develop treatment goals and interventions that are congruent with cultural perspectives across diverse groups.
4. Student demonstrates ability to critically evaluate the use of personal cultural values and norms in transcultural social work mental health practice. Student demonstrates skill in understanding and using personal identity and sense of self in same culture as well as cross-cultural interpersonal encounters.
5. Student demonstrates flexibility in using an array of culturally sensitive and relevant clinical skills in the teaching, advocacy, treatment, healing and case-management roles.
6. Student demonstrates understanding of the common elements of practice (e.g. making eye contact, initiating a handshake, etc.) and how these behaviors may clash with the cultural values of various ethnic and cultural groups.
7. Student demonstrates knowledge about: a) specific cultural features that may be present in various disorders, b) culture-bound syndromes, c) cultural explanations of illness, d) help seeking behaviors in diverse populations, and e) appreciation for traditional ethnic and cultural healing practices.
8. Student demonstrates knowledge and ability to work with interpreters in on-going treatment and long term treatment relationships.
9. Student is able to apply awareness of the effects of acute and accumulative trauma on the health status, health beliefs, help-seeking behaviors, health practices, customs and traditions of diverse consumers and communities.
10. Student demonstrates ability to work sensitively through differences in community mental health practice relationships with consumers, their families, colleagues, other professionals and the community.
11. Student demonstrates ability to critically evaluate the appropriate use of applied intervention models with diverse ethnic and cultural populations and other special needs groups.
12. Student demonstrates knowledge of immigration, migration, resettlement and relocation patterns of the major ethnic groups in the United States, in the context of both historical and current manifestations of oppression, racism, prejudice, discrimination, bias and privilege.
13. Student works to remove institutional barriers that prevent ethnic and cultural groups from using mental health services, and can identify appropriate macro-level interventions.
14. Student demonstrates awareness of the potential bias in clinical assessment instruments and critically interprets findings within the appropriate cultural, linguistic and life experience context of the consumer.
15. Student systematically collects and organizes observations, knowledge and experience to advocate for improved policies and delivery of services in the community.

II. Advanced Mental Health Practice

Practice competencies in the advanced/specialization year address the complexity and scope of mental health treatment, including specialized services with distinct sub-groups of individuals and families dealing with serious emotional disorders and severe mental illness. Competencies in this section include skills necessary to implement a variety of integrated models of intervention including advocacy, case management, psychosocial rehabilitation, team consultation, evidence-based practice, support of concepts of recovery, time limited treatment and nontraditional healing practices. These competencies are demonstrated in accordance with legal and ethical standards, principles of cultural diversity, commitment to social and economic justice and with sensitivity to the needs of vulnerable populations.

Practice with Individuals
1. Student demonstrates the ability to apply more advanced and complex analyses of human development and the life cycle in understanding the reciprocal interactions of bio-psychosocial factors.
2. Student is able to distinguish the relationship between theories and treatment in formulating a comprehensive, service goal oriented assessment.
3. Student demonstrates awareness of the mental status examination as part of an assessment to support diagnosis of children, adolescents, adults and older adults.
4. Student is able to diagnose the major mental health disorders using the DSM-IV-TR or other currently accepted diagnostic tools. In working with diverse racial, cultural, and lifestyle groups, student is able to identify the challenges and limitations of diagnosis.
5. Student demonstrates awareness of the prevalence of co-occurring mental health and substance abuse issues, understands the impact of substance abuse on major mental health disorders, and is able to include this knowledge in assessment and treatment planning with consumers.
6. Student demonstrates awareness of the effects of acute, chronic and complex trauma upon the health status and help seeking abilities of individuals.
7. Student demonstrates awareness of issues related to the use of medication and medication information, non-pharmacological interventions, and psychiatric consultation in ethnic specific populations within the scope of social work practice.
8. Student is able to apply research methodology as it relates to synthesizing, applying and evaluating evidence-based and promising
practices. Student is able to assist consumers and their families in applying evidence-based practices that support positive outcomes.
9. Student demonstrates knowledge and appropriate utilization of models of treatment intervention with individuals.
10. Student demonstrates understanding of the limitations of evidence-based practices as they relate to the general population and to specific racial and ethnic groups.
11. Student demonstrates knowledge of the supervisor’s tasks in relation to clinical, administrative, educational and supportive functions in public mental health agencies.
12. Student demonstrates awareness of supervisory skills in conflict resolution for the purpose of enhancing multidisciplinary collaborative relationships maximizing service delivery.

Practice with Families
1. Student applies integration of family systems theories to the treatment needs of diverse consumers and their families.
2. Student is able to apply the principles and techniques of crisis and time limited treatment to high-risk families.
3. Student demonstrates awareness of core psycho-social rehabilitation competencies that underlie recovery-oriented practice.
4. Student demonstrates understanding of the recovery process, and is able to use self-help, peer support resources and other programs supporting recovery that are available in the community for consumers and families.
5. Student is able to assess family strengths and limitations in order to more effectively involve collaborative resources (i.e. schools, housing, rehabilitative services).
6. Student demonstrates ability to intervene in a family system where a member has a co-occurring substance abuse and major mental illness, to promote stability and relapse prevention.
7. Student is able to identify and respond to the mental health needs of children in out-of-home placements and their families.
8. Student appropriately utilizes various models of treatment intervention with families.

<table>
<thead>
<tr>
<th>3.2.1</th>
<th>Perceptual</th>
<th>Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1</td>
<td>Executive</td>
<td>Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective.</td>
</tr>
<tr>
<td>3.3.2</td>
<td>Executive</td>
<td>Prioritize treatment goals.</td>
</tr>
<tr>
<td>3.3.3</td>
<td>Executive</td>
<td>Develop a clear plan of how sessions will be conducted.</td>
</tr>
<tr>
<td>3.3.4</td>
<td>Executive</td>
<td>Structure treatment to meet clients' needs and to facilitate systemic change.</td>
</tr>
<tr>
<td>3.3.5</td>
<td>Executive</td>
<td>Manage progression of therapy toward treatment goals.</td>
</tr>
<tr>
<td>3.3.6</td>
<td>Executive</td>
<td>Manage risks, crises, and emergencies.</td>
</tr>
<tr>
<td>3.3.7</td>
<td>Executive</td>
<td>Work collaboratively with other stakeholders, including family members, other significant persons, and professionals not present.</td>
</tr>
<tr>
<td>3.3.8</td>
<td>Executive</td>
<td>Assist clients in obtaining needed care while navigating complex systems of care.</td>
</tr>
<tr>
<td>3.3.9</td>
<td>Executive</td>
<td>Develop termination and aftercare plans.</td>
</tr>
<tr>
<td>3.4.1</td>
<td>Evaluative</td>
<td>Evaluate progress of sessions toward treatment goals.</td>
</tr>
<tr>
<td>Number</td>
<td>Subdomain</td>
<td>Competence</td>
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<td>--------</td>
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</tr>
<tr>
<td>3.4.2</td>
<td>Evaluative</td>
<td>Recognize when treatment goals and plan require modification.</td>
</tr>
<tr>
<td>3.4.3</td>
<td>Evaluative</td>
<td>Evaluate level of risks, management of risks, crises, and emergencies.</td>
</tr>
<tr>
<td>3.4.4</td>
<td>Evaluative</td>
<td>Assess session process for compliance with policies and procedures of practice setting.</td>
</tr>
<tr>
<td>3.4.5</td>
<td>Professional</td>
<td>Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.</td>
</tr>
<tr>
<td>3.5.1</td>
<td>Professional</td>
<td>Advocate with clients in obtaining quality care, appropriate resources, and services in their community.</td>
</tr>
<tr>
<td>3.5.2</td>
<td>Professional</td>
<td>Participate in case-related forensic and legal processes.</td>
</tr>
<tr>
<td>3.5.3</td>
<td>Professional</td>
<td>Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state/provincial laws.</td>
</tr>
<tr>
<td>3.5.4</td>
<td>Professional</td>
<td>Utilize time management skills in therapy sessions and other professional meetings.</td>
</tr>
</tbody>
</table>

**Domain 4: Therapeutic Interventions**
<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Conceptual</th>
<th>Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1.1</td>
<td></td>
<td>Conceptual</td>
<td>Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit.</td>
</tr>
<tr>
<td>4.1.2</td>
<td></td>
<td>Conceptual</td>
<td>Recognize how different techniques may impact the treatment process.</td>
</tr>
<tr>
<td>4.2.1</td>
<td>Perceptual</td>
<td>Recognize how different techniques may impact the treatment process.</td>
<td></td>
</tr>
<tr>
<td>4.2.2</td>
<td>Perceptual</td>
<td>Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.</td>
<td></td>
</tr>
<tr>
<td>4.3.1</td>
<td>Executive</td>
<td>Match treatment modalities and techniques to clients’ needs, goals, and values.</td>
<td></td>
</tr>
<tr>
<td>4.3.2</td>
<td>Executive</td>
<td>Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual</td>
<td></td>
</tr>
<tr>
<td>4.3.3</td>
<td>Executive</td>
<td>Reframe problems and recursive interaction patterns.</td>
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<td>-----------------------------------------------------</td>
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<tr>
<td>4.3.4</td>
<td>Executive</td>
<td>Generate relational questions and reflexive comments in the therapy room.</td>
<td></td>
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<tr>
<td>4.3.5</td>
<td>Executive</td>
<td>Engage each family member in the treatment process as appropriate.</td>
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<tr>
<td>4.3.6</td>
<td>Executive</td>
<td>Facilitate clients developing and integrating solutions to problems.</td>
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<tr>
<td>4.3.7</td>
<td>Executive</td>
<td>Defuse intense and chaotic situations to enhance the safety of all participants.</td>
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<tr>
<td>4.3.8</td>
<td>Executive</td>
<td>Empower clients and their relational systems to establish effective relationships with each other and larger systems.</td>
<td></td>
</tr>
<tr>
<td>4.3.9</td>
<td>Executive</td>
<td>Provide psychoeducation to families whose members have serious mental illness or other disorders.</td>
<td></td>
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<tr>
<td>4.3.10</td>
<td>Executive</td>
<td>Modify interventions that are not working to better fit treatment goals.</td>
<td></td>
</tr>
<tr>
<td>4.3.11</td>
<td>Executive</td>
<td>Move to constructive termination when treatment goals have been accomplished.</td>
<td></td>
</tr>
</tbody>
</table>
Core Competencies for Interprofessional Collaborative Practice.  

General Competency Statement-TT. Apply relationship-building values and the principles of team dynamics to perform effectively in different team roles to plan and deliver patient-/population-centered care that is safe, timely, efficient, effective, and equitable.

Specific Team and Teamwork Competencies:

TT1. Describe the process of team development and the roles and practices of effective teams.

TT2. Develop consensus on the ethical principles to guide all aspects of patient care and team work.

TT3. Engage other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving.

TT4. Integrate the knowledge and experience of other professions—appropriate to the specific care situation—to inform care decisions, while respecting patient and community values and priorities/preferences for care.

TT5. Apply leadership practices that support collaborative practice and team effectiveness.

TT6. Engage self and others to constructively manage disagreements about values, roles, goals, and actions that arise among healthcare professionals and with patients and families.

TT7. Share accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.

TT8. Reflect on individual and team performance for individual, as well as team, performance improvement.

TT9. Use process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.

TT10. Use available evidence to inform effective teamwork and team-based practices.
Perform effectively on teams and in different team roles in a variety of settings.

Excerpt from Clinical Nurse Specialist Core Competencies

G. Ethical Decision-Making, Moral Agency and Advocacy Competency: Identifying, articulating, and taking action on ethical concerns at the patient, family, health care provider, system, community, and public policy levels.

Behavioral Statement

Sphere of Influence

Nurse Characteristics

G.1 Engages in a formal self-evaluation process, seeking feedback regarding own practice, from patients, peers, professional colleagues and others

Nurse Clinical Inquiry

G.2 Fosters professional accountability in self or others. Nurse, System Advocacy & Moral Agency

G.3 Facilitates resolution of ethical conflicts:

G.3.a. Identifies ethical implications of complex care situations

G.3.b Considers the impact of scientific advances, cost, clinical effectiveness, patient and family values and preferences, and other external influences.

G.3.c. Applies ethical principles to resolving concerns across the three spheres of influence

Patient, Nurse, &
System

Response to Diversity

G.4 Promotes a practice climate conducive to providing ethical care.

System & Nurse Moral Agency

G.5 Facilitates interdisciplinary teams to address ethical concerns, risks or considerations, benefits and outcomes of patient care.

System & Nurse Advocacy & Collaboration

G.6 Facilitates patient and family understanding of the risks, benefits, and outcomes of proposed healthcare regimen to promote informed decision making.

Patient Facilitator of Learning

G.7 Advocates for equitable patient care by:

G.7.a. Participating in organizational, local, state, national, or international level of policy-making activities for issues related to their expertise

G.7.b. Evaluating the impact of legislative and regulatory policies as they apply to nursing practice and patient or population outcomes

Patient & System Advocacy & Moral Agency

G. Ethical Decision-Making

http://www.nacns.org/docs/CNSCoreCompetenciesBroch.pdf