

**Goals and Objectives  
WVU/CAMC Predoctoral Internship in Clinical Psychology  
Outline**

**Foundational**

**Goal #1: Professionalism**

**Goal #2: Relational**

**Goal #3: Science**

**Functional**

**Goal #4: Functional Applications**

**Goal #5: Education**

**Goal #6: Systems**

**OUR GOALS AND OBJECTIVES, AND THE COMPETENCIES  
WE WILL HELP YOU TO ACHIEVE**

**Our overarching goal: to support, develop and train psychology interns who, after completion of the internship year, will have the ability to integrate the knowledge, skills and attitudes required for successful entry into the practice of professional psychology.**

**Goal #1: To train psychology interns who, after completion of the internship year, will integrate the knowledge, skills and attitudes required for high intermediate to advanced competence in Professionalism.** *This involves demonstrating the capacity to identify and apply pertinent and accurate legal and ethical requirements of practice as well as including an awareness of such issues specific to clinical health psychology. It also includes demonstrating awareness of and sensitivity to contributing factors such as gender, ethnicity, sexual orientation, physical or sensory challenges and spirituality present in diverse communities, groups and individuals, and how they apply to practice.*

**Objective A: Professional Values and Attitudes: as evidenced in behavior and comportment that reflect the values and attitudes of psychology**

Competency 1: Monitors and independently resolves situations that challenge professional values and integrity

Examples:

- Takes independent action to correct situations that are in conflict with professional values
- Addresses situations that challenge professional values

Competency 2: Conducts self in a professional manner across settings and situations

Examples:

- Verbal and nonverbal communications are appropriate to the professional context, including in challenging interactions
- Flexibly shifts demeanor to effectively meet requirements of professional situation and enhance outcomes

Competency 3: Independently accepts personal responsibility across settings and contexts

Examples:

- Enhances own professional productivity
- Holds her/himself accountable for and submits to external review of quality service provision

Competency 4: Independently acts to safeguard the welfare of others

Examples:

- Communications and actions convey sensitivity to individual experience and needs while retaining professional demeanor and deportment
- Respectful of the beliefs and values of colleagues even when inconsistent with personal beliefs and values
- Demonstrates compassion for others who are dissimilar from oneself, who express negative affect (e.g., hostility), and/or who seek care for proscribed behavior, such as violence, predation, or dangerousness

Competency 5: Displays consolidation of professional identity as a psychologist; Demonstrates knowledge about issues central to the field; integrates science and practice

Examples:

- Keeps up with advances in profession

**Objective B: 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.**

Competency 1: Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation

Examples:

- Uses knowledge of self to monitor and improve effectiveness as a professional
- Seeks consultation or supervision when uncertain about diversity issues

Competency 2: Independently monitors and applies knowledge of others as cultural beings in assessment, treatment, and consultation

Examples:

- Uses knowledge of others to monitor and improve effectiveness as a professional
- Seeks consultation or supervision when uncertain about diversity issues with others

Competency 3: Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation

Examples:

- Uses knowledge the role of culture in interactions to monitor and improve effectiveness as a professional
- Seeks consultation or supervision when uncertain about diversity issues in interactions with others

Competency 4: Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work

Examples:

- Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others
- 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

**Objective C: Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations**

Competency 1: Demonstrates advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines

Examples:

- Addresses complex ethical and legal issues
- Articulates potential conflicts in complex ethical and legal issues.
- Seeks to prevent problems and unprofessional conduct
- Demonstrates advanced knowledge of typical legal issues, including child and elder abuse reporting, HIPAA, confidentiality, and informed consent

Competency 2: Independently utilizes an ethical decision-making model in professional work

Examples:

- Applies applicable ethical principles and standards in professional writings and presentations
- Applies applicable ethics concepts in research design and subject treatment
- Applies ethics and professional concepts in teaching and training activities
- Develops strategies to seek consultation regarding complex ethical and legal dilemmas

- Takes appropriate steps when others behave unprofessionally. Identifies potential conflicts between personal belief systems, APA Ethics Code and legal issues in practice

Competency 3: Independently integrates ethical and legal standards with all competencies

Examples:

- Demonstrates adherence to ethical and legal standards in professional activities
- Takes responsibility for continuing professional development

**Objective D:** Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.

Competency 1: Demonstrates reflectivity both during and after professional activity; acts upon reflection; uses self as a therapeutic tool

Examples:

- Monitors and evaluates attitudes, values and beliefs towards diverse others
- Systematically and effectively monitors and adjusts professional performance in action as situation requires
- Recognizes and addresses own problems, minimizing interference with competent professional functioning

Competency 2: Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills

Examples:

- Accurately identifies level of competence across all competency domains
- Accurately assesses own strengths and weaknesses and seeks to prevent or ameliorate impact on professional functioning
- Recognizes when new/improved competencies are required for effective practice
- Writes a personal statement of professional goals identifying areas for further professional growth, with extended plans to achieving the goals

Competency 3: Self-monitors issues related to self-care and promptly intervenes when disruptions occur

Examples:

- Anticipates and self-identifies disruptions in functioning and intervenes at an early stage/with minimal support from supervisors

Competency 4: Independently seeks supervision when needed

Examples:

- Seeks supervision when personal problems may interfere with professional activities

- Seeks supervision when working with client problems for which he/she has had limited experience to ensure competence of services

**Activities:**

1. Assist faculty to organize and present a seminar on cultural competence, to include at least one topic on:
  - a. institutional cultural issues
  - b. family centered healing in Appalachia
  - c. the impact of stereotyping on clinical/medical decision-making, bias and racism
  - d. health disparities and factors influencing health
  - e. cross cultural clinical skills
2. Participate in project to teach Appalachian culture to international medical graduate residents
3. Attend departmental seminars re: (e.g.) working with gay/lesbian bisexual patients
4. Discuss diversity issues regarding assessment and intervention during supervision
5. Regularly discuss legal and ethical issues and professional standards during group and individual supervision
6. Present and process a personal ethical quandary in Balint group or intern case conference
7. Actively participate in team meetings, clinical seminars, didactics and workshops specifically targeted to ethics and professional affairs

**Proximal outcomes:**

1. Exhibit high intermediate to advanced knowledge of ethics, and professional/legal standards

**Assessment of proximal outcomes:**

1. Supervisor evaluations/ratings of ethical performance
2. Self-evaluation, client feedback, review of client interactions
3. Simulated ethics cases

**Distal outcomes:**

1. Sufficiently display knowledge and application of ethics and professional standards for independent psychology licensure
2. Maintain high standards of ethical conduct

**Assessment of distal outcomes:**

1. Graduate surveys
2. EPPP scores and achievement of licensure by graduates
3. Achievement of clinical privileges by graduates
4. Absence of ethics complaints
5. Willingness to serve professionally in the area of ethics

**Goal # 2: To train psychology interns who, after completion of the internship year, will integrate the knowledge, skills and attitudes required for high intermediate to advanced competence in relating effectively and meaningfully with individuals, groups and/or communities.**

**Objective A:** Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

Competency 1: Develops and maintains effective relationships with a wide range of patients, colleagues, organizations and communities

Examples:

- Effectively negotiates conflictual, difficult and complex relationships including those with individuals and groups that differ significantly from oneself
- Maintains satisfactory interpersonal relationships with patients, peers, faculty, allied professionals, and the public

Competency 2: Manages difficult communication; possesses advanced interpersonal skills

Examples:

- Accepts, evaluates and implements feedback from others
- Uses affective reactions in the service of resolving disagreements or fostering growth in others
- Tolerates patient's feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue
- Allows, enables, and facilitates the patient's exploration and expression of affectively difficult issues
- Works flexibly with patients' intense affects which could destabilize the therapeutic relationship

Competency 3. Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts

Examples:

- Demonstrates descriptive, understandable command of language, both written and verbal
- Communicates clearly and effectively with patients
- Uses appropriate professional language when dialoguing with other healthcare providers
- Prepares sophisticated and compelling case reports
- Treatment summaries are concise, yet comprehensive

**Activities:**

1. Work efficiently with peers, supervisors and staff both within psychology and other professions throughout the training year
2. Actively participate in team meetings, clinical seminars, didactics and workshops specifically targeted to shared patient care
3. Communicate clearly in oral and written form to others on the treatment team
4. Manage conflict smoothly with patients, colleagues and the community
5. Attend all Universal Curriculum Presentations

**Proximal Outcomes:**

Exhibit high intermediate to advanced skills to function smoothly as a member of a diverse interprofessional team

**Assessment of Proximal Outcomes:**

1. Supervisor, peer and self-evaluations
2. Feedback from other team members

**Distal outcomes:**

1. Show perception and appreciation for relational issues adequate for independent licensure as a psychologist

**Assessment of Distal Outcomes:**

1. Graduate surveys re:
  - a. Evidence of participation in professional teams
  - b. Positive reviews/recognition by peers and the public
  - c. Leadership in professional organizations or societies

**Goal # 3: To train psychology interns who, after completion of the internship year, will integrate the knowledge, skills and attitudes required for high intermediate to advanced competence in Science that involves respect for scientifically derived knowledge.**

**Objective A: Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan.**

Competency 1: Independently applies scientific methods to practice

Examples:

- Independently accesses and applies scientific knowledge and skills appropriately to the solution of problems
- Implements appropriate methodology to address research questions

Competency 2: Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)

Examples:

Accurately evaluates scientific literature regarding clinical issues  
Identifies multiple factors and interactions of those factors that underlie pathological behavior

Competency 3: Independently applies knowledge and understanding of scientific foundations independently applied to practice

Examples:

- Reviews scholarly literature related to clinical work and applies knowledge to case conceptualization
- Independently applies EBP concepts in practice
- Independently compares and contrasts EBP approaches with other theoretical perspectives and interventions in the context of case conceptualization and treatment planning

**Objective B: Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities**

Competency 1: Generates knowledge

Examples:

- Engages in systematic efforts to increase the knowledge base of psychology through implementing and reviewing research
- Uses methods appropriate to the research question, setting and/or community
- Consults and partners with community stakeholders when conducting research in diverse communities

Competency 5: Applies scientific methods of evaluating practices, interventions, and programs

Examples:

- Evaluates practice activities using accepted techniques
- Compiles and analyzes data on own patients (outcome measurement)
- Uses findings from outcome evaluation to alter intervention strategies as indicated
- Participates in program evaluation

**Activities:**

1. Attend case conferences where literature is applied to practice
2. Demonstrate knowledge of research with diverse subjects
3. Utilize EBP approaches as learned in internship training
4. Attend departmental quality improvement/patient safety meetings (QIPS)
5. Develop project with QIPS team
6. Attend research rounds and journal clubs



7. Utilize single case research designs with patients via literature reviews, etc.
8. Participate in clinical scholarship/research as a an investigator, co-investigator, or member of a research team during the training year with goal of presenting at Research Day
9. Attend a meeting of the CAMC/WVU Institutional Review Board for the Protection of Human Subjects
10. Attend a meeting of the CAMC/WVU Institutional Scientific Review Board

**Proximal outcomes:**

1. Exhibit understanding of how the science of psychology contributes to practice
2. Demonstrate knowledge of the process of scholarly endeavors
3. Demonstrate understanding of quality assessment procedures
4. Supervisor ratings
5. Involvement in scholarly team work
6. Presentation at departmental rounds, CAMC research day, or state, regional or national conferences
7. Intern authorship/co-authorship of scholarly papers

**Assessment of proximal outcomes:**

1. In vivo observation and supervisor evaluation
2. Review of test reports
3. Case presentations and chart notes and summaries
4. Capstone assessment, e.g. mini-ABPP
5. Intern self-assessment
6. Attaining entry level postdoctoral position

**Distal outcomes:**

1. Exhibit scientific knowledge and skills at a level appropriate for independent licensure as a professional psychologist and the attainment of privileges
2. Exhibit knowledge of scholarly inquiry and the use of scientific knowledge as applied to practice sufficient for independent licensure to practice psychology, e.g. EPPP
3. Contribute to the field through professional publications, workshops and presentations

**Assessment of distal outcomes:**

1. Graduate survey
2. Ongoing involvement of graduates in scholarly activities, such as publishing, scientific presentations at conferences, or obtaining grant support for research
3. Attainment of academic appointments or affiliations
4. Ongoing development of evidence based skills as appropriate to her/his practice
5. Evidence that the graduate remains active in post licensure continuing professional development

**Goal # 4: To train psychology interns who, after completion of the internship year, will integrate the knowledge, skills and attitudes required for high intermediate to advanced competence in Functional Application of Knowledge.**

*This concerns the ways in which the intern chooses, implements and evaluates interventions to produce positive changes and clinical results.*

**Objective A: Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.**

Competency 1: Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences

Examples:

- Writes a case summary incorporating evidence-based practice
- Presents rationale for intervention strategy that includes empirical support
- Independently creates a treatment plan that reflects successful integration of empirical findings, clinical judgment, and client preferences

**Objective B: Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.**

Competency 1: Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context

Examples:

- Demonstrates awareness and competent use of culturally sensitive instruments, norms
- Seeks consultation as needed to guide assessment
- Describes limitations of assessment data reflected in assessment reports

Competency 2: Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning

Examples:

- Independently and accurately selects, administers, and scores and interprets assessment tools with clinical populations
- Selection of assessment tools reflects a flexible approach to answering the diagnostic questions
- Comprehensive reports include discussion of strengths and limitations of assessment measures as appropriate
- Interview and report lead to formulation of a diagnosis and the development of appropriate treatment plan

Competency 3: Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting question appropriate to the practice site and broad area of practice

Examples:

- Independently selects assessment tools that reflect awareness of client population served at practice site
- Interprets assessment results accurately taking into account limitations of the evaluation method
- Provides meaningful, understandable and useful feedback that is responsive to client need

Competency 4: Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity

Examples:

- Treatment plans incorporate relevant developmental features and clinical symptoms as applied to presenting problem
- Demonstrates awareness of DSM and relation to ICD codes
- Independently identifies problem areas and makes a diagnosis

Competency 5: Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment

Examples:

- Independently prepares reports based on case material
- Accurately administers, scores and interprets test results
- Formulates case conceptualizations incorporating theory and case material

Competency 6: Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner

Examples:

- Writes an effective, comprehensive report
- Effectively communicates assessment results verbally to patients
- Reports reflect data that has been collected via interview and its limitations

**Objective C: Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations**

Competency 1: Independently plans interventions; case conceptualizations and intervention plans are specific to case and context

Examples:

- Accurately assesses presenting issues taking in to account the larger life context, including diversity issues
- Conceptualizes cases independently and accurately
- Independently selects intervention(s) appropriate for the presenting issue(s)

Competency 2: Displays clinical skills with a wide variety of patients and uses good judgment even in unexpected or difficult situations

Examples:

- Develops rapport and relationships with wide variety of patients

- Uses good judgment about unexpected issues, such as crises, use of supervision, confrontation
- Effectively delivers intervention

Competency 3: Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate

Examples:

- Independently and effectively implements a typical range of intervention strategies appropriate to practice setting
- Independently recognizes and manages special circumstances
- Terminates treatment successfully
- Collaborates effectively with other providers or systems of care

Competency 4: Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures

Examples:

- Critically evaluates own performance in the treatment role
- Seeks consultation when necessary

**Objective D: Consultation: The ability to provide expert guidance or professional assistance in response to a patient's needs or goals.**

Competency 1: Determines situations that require different role functions and shifts roles accordingly to meet referral needs

Examples:

- Is able to articulate different forms of consultation (e.g., mental health, educational, systems, advocacy)
- Accurately matches professional role function to situation

Competency 2: Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question

Examples:

- Demonstrates ability to gather information necessary to answer referral question
- Clarifies and refines referral question based on analysis/assessment of question

Competency 3: Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations

Examples:

- Prepares clear, useful consultation reports and recommendations to all appropriate parties
- Provides verbal feedback to consultee of results and offers appropriate recommendations

Competency 4: Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases

Examples:

- Identifies and implements consultation interventions based on assessment findings
- Identifies and implements consultation interventions that meet consultee goals

**Activities:**

1. Maintain a caseload of 6-8 patients per week under supervision when on outpatient rotations
2. Complete assigned assessment cases
3. Co-lead group therapy on the inpatient rotation
4. Co-lead optional outpatient therapy groups, e.g. DBT
5. Co-lead optional psychoeducational groups on chosen rotations, e.g. cardiac rehabilitation or cancer center
6. Attend case conferences, rounds and journal clubs
7. Perform approximately 60 hospital consultations while rotating on the Consultation/Liaison Service, presenting each to supervisors during walking rounds, contacting referring sources as needed for patient care, and planning appropriate interventions following C/L interviews
8. Consult with referring sources on other rotations
9. Produce written reports and consults

**Proximal outcomes:**

1. Exhibit high intermediate to advanced knowledge of effective therapeutic intervention using techniques that have been previously learned in graduate training and practica
2. Exhibit intermediate knowledge of assessment and therapeutic interventions newly introduced on internship

**Assessment of proximal outcomes:**

1. Direct observation by supervisor
2. Self and peer observation and evaluation
3. Case presentations and portfolio
4. Patient satisfaction and intervention outcomes

**Distal outcomes:**

1. Exhibit psychological assessment, intervention and consultation knowledge and skills at a level appropriate for independent licensure as a professional psychologist, and the attainment of privileges

**Assessment of distal outcomes:**

1. Graduate survey
2. Granting of license for independent practice of psychology
3. Attainment of clinical privileges

**Goal# 5: To train psychology interns who, after completion of the internship year, will integrate the knowledge, skills and attitudes required for high intermediate to advanced competence in Teaching.**

**Objective A: Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.**

Competency 1: Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences

Examples:

- Demonstrates knowledge of one learning strategy
- Demonstrates clear communication skills

Competency 2: Applies teaching methods in multiple settings

Examples:

- Identifies and differentiates factors for implementing particular teaching methods
- Demonstrates accommodation to diverse others (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
- Introduces innovation/creativity into application of teaching method

**Activities:**

1. Present lecture(s) to rounds and didactics in the department
2. Interact with medical students and residents in shared learning activities

**Proximal outcomes:**

1. Intern will show a high intermediate to advanced knowledge teaching in a multidisciplinary setting.
2. Exhibit knowledge of supervision and program development adequate for licensure as a professional psychologist, and the attainment of privileges

**Assessment of proximal outcomes:**

1. Observe intern lectures in rounds and in didactics in Behavioral Medicine
2. Observe intern lectures in rounds at other departments as available

**Distal outcomes:**

1. Exhibit knowledge and skills of teaching/training to allow participation in relevant pedagogy after licensure
2. Engage in supervisory activities with trainees

**Assessment of distal outcomes:**

1. Graduate survey
2. Success in programmatic responsibilities
3. Success in supervisory responsibilities, if available and observed

**Goal # 6 To train psychology interns who, after completion of the internship year, will integrate the knowledge, skills and attitudes required for high intermediate to advanced competence in Systems**

**Objective A: Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.**

Competency 1: Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals

Examples:

- Reports observations of commonality and differences among professional roles, values, and standards
- Demonstrates respect for and value of contributions from related professions

Competency 2: Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning

Examples:

- Demonstrates skill in interdisciplinary clinical settings in working with other professionals to incorporate psychological information into overall team planning and implementation
- Communicates without jargon
- Effectively resolves disagreements about diagnosis or treatment goals
- Maintains own position when appropriate while acknowledging the value of others' positions and initiates mutually accepting resolutions
- Supports and utilizes the perspectives of other team members

Competency 3: Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals

Examples:

- Engages in consultation with allied professionals in service of patients
- Demonstrates ability to communicate shared goals

Competency 4: Develops and maintains collaborative relationships over time despite differences

Examples:

- Appreciates and integrates perspectives from multiple professions
- Effectively relates to other professionals in accordance with their unique patient care roles

**Objective B: Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).**

Competency 1: Develops and offers constructive criticism and suggestions regarding management and leadership of organization

Examples:

- Identifies strengths and weaknesses of management and leadership or organization
- Provides input appropriately; participates in organizational assessment

Competency 2: Participates in management of direct delivery of professional services; responds appropriately in management hierarchy

Examples:

- Responds appropriately to managers and subordinates
- Manages practice under supervision, e.g., scheduling, billing, maintenance of records
- Identifies responsibilities, challenges, and processes of management

Competency 3: Demonstrates emerging ability to participate in administration of service delivery programs

Examples:

- Demonstrates emerging leadership in clinical situations or clinical teams
- Participates in institutional committees or workgroups
- Develops new program offerings or clinical services

Competency 4: Participates in system change and management structure

Examples:

- Communicates appropriately to parties at all levels in the system
- Participates in organizational committees
- Participates in institutional planning

**Objective C: Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level**

Competency 1: Intervenes with client to promote action on factors impacting development and functioning

Examples:

- Promotes client self-advocacy
- Assesses implementation and outcome of client's self-advocacy plans

Competency 2: Promotes change at the level of institutions, community, or society

Examples:



- Develops alliances with relevant individuals and groups
- Engages with groups with differing viewpoints around issue to promote change

**Activities:**

1. Attend departmental professional development seminars
2. Attend a meeting of the West Virginia Psychological Association
3. Attend one regional or national psychological meeting as time and finances allow
4. Regularly read the *APA Monitor*
5. Attend legislative hearings as possible at the West Virginia State Capitol in liaison with the WVPA lobbyist

**Proximal outcomes:**

1. Intern will show a high intermediate to advanced knowledge of professional development, and at least an intermediate knowledge of professional advocacy.

**Assessment of proximal outcomes:**

1. Professional development seminar discussions
2. Organized psychology meeting attendance

**Distal outcomes:**

3. Exhibit knowledge and skills of professional development and advocacy to allow participation in relevant organizational activities after licensure

**Assessment of distal outcomes:**

1. Graduate surveys
2. Level of involvement in professional development, organized psychology and advocacy