

# Developmental Trajectory of Clinical Psychology Competencies across Domains

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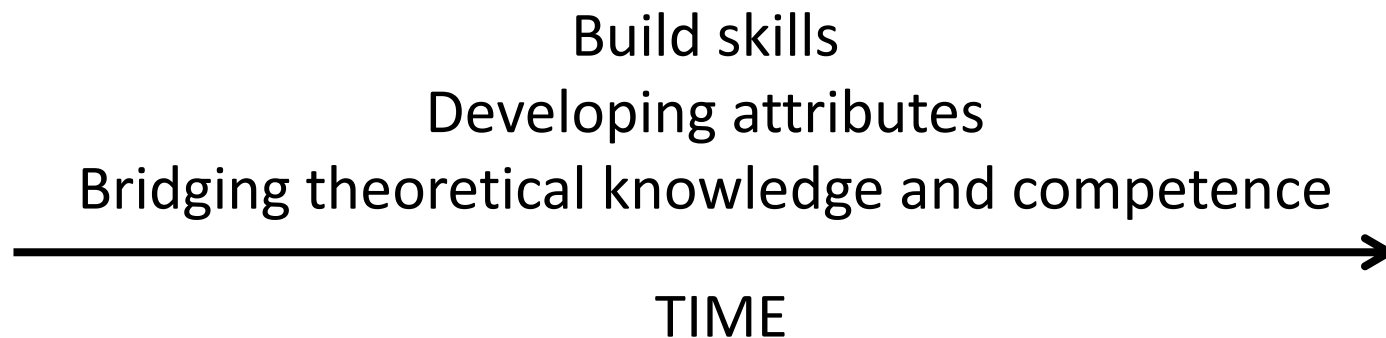
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# Background

- Field placements integral to professional psychology training
- Multiple placements offer experience in a range of settings
- **Developmental model ...**





# Background

**Competence:** *Habitual and judicious use communication, knowledge and technical skills, clinical reasoning, emotions, values, reflection in practice* (Epstein & Hundert, 2002).

## **FOUNDATIONAL**

### ***Attitudinal-based***

Professional and ethical  
conduct/attitudes, interpersonal  
skills, reflective practice

## **FUNCTIONAL**

### ***Knowledge-based***

Scientist-practitioner approach,  
psychometric, assessment and  
intervention skills

- Systematic monitoring and measurement
- Benchmarking over time
- Feedback

(Fouad et al., 2002)



# Background

- Benchmarked across developmental stages – reflecting increased competence across multiple placements
- *Assumption:* Functional and foundational competencies have similar developmental trajectories.
- Little empirical research investigating stage-wise progression towards competence across domains



# Aim and Hypotheses

- Progression of competencies across four placements (P1, P2, P3, P4) in various settings (P1 in university clinic, 200 hrs)
- 4 (Placement) x 10 (9 domains, mean of all domains)
- **H1:** Increase in competency ratings across placements
- **H2:** Competency ratings of attitudinal-based domains (foundational) higher than knowledge-based domains (functional)
- **H3:** Ratings of knowledge-based domains (functional) showing linear increase across all placements but ratings of attitudinal-based domains (foundational) peaking early (i.e. high scores at early placements with smaller increases)



# Method

- End-Placement competencies scores across four placements
- Online ***Clinical Psychology Practicum Competencies Rating Scale (CΨPRS)***
- Assessments made by placement supervisors
- Five Australian universities (WSU, UOW, MQ, UN, UNSW) in 2012
- Accredited clinical psychology training programmes (Masters or doctoral)

Placement	N
1	70
2	62
3	56
4	48
<b>Total</b>	<b>236</b>

# Method

Competency	Domain
Functional	<p>Counselling Skills</p> <p>Clinical Assessment Skills</p> <p>Case Formulation skills</p> <p>Intervention Skills</p> <p>Scientist Practitioner Approach</p> <p><i>Psychometric Skills</i></p>
Foundational	<p>Ethical Attitude and Behaviour</p> <p>Professional Skills</p> <p>Reflective Practice</p> <p>Response to Supervision</p>



# Method

- 51 items
  - 10 **overall domain scores**
  - 41 specific items

7. Professional Skills Effective organisation and time management for client care and management. Clear and professional expressive skills, professional dress and demeanour. Good interactional skills with colleagues and other professionals.	Overall Rating			
	Stage 1 Beginner	Stage 2	Stage 3	Stage 4 Competent
a) Ability to effectively structure and manage therapy time (e.g. prioritise, set limits, finish sessions on time).	●	●	●	●
b) Completion of professional tasks (e.g. evaluations, notes, reports, contacting clients, arriving promptly at meetings and appointments) in time.	●	●	●	●
c) Demonstrates an organised, disciplined approach to writing and maintaining notes and records.	●	●	●	●
d) Ability to organise and clearly present case material, and professional reports for a range of consumers.	●	●	●	●

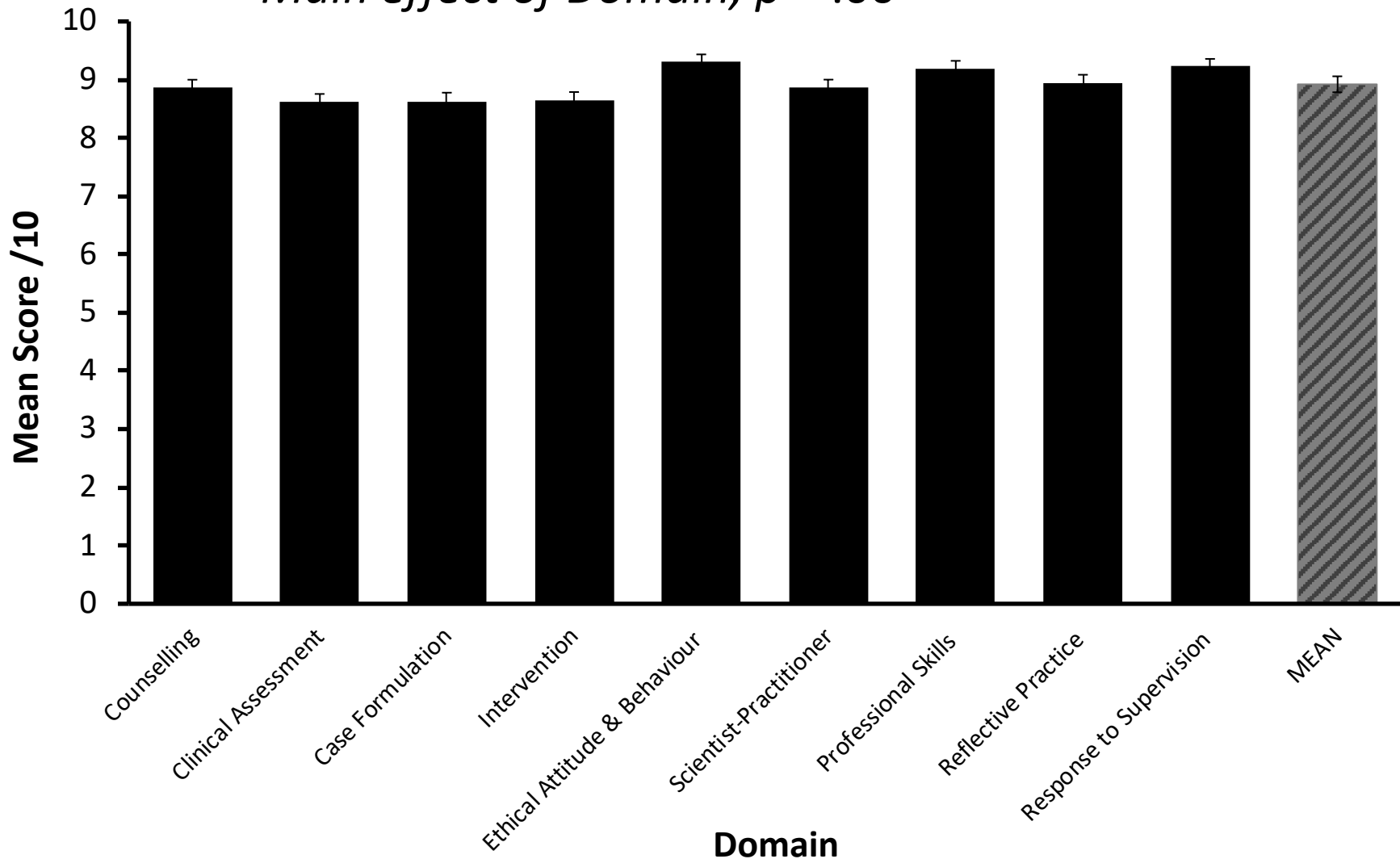
- Comparing performance with stage-based categories: Beginner (Stage 1) to Competent (Stage 4)
- Score /10





# Results

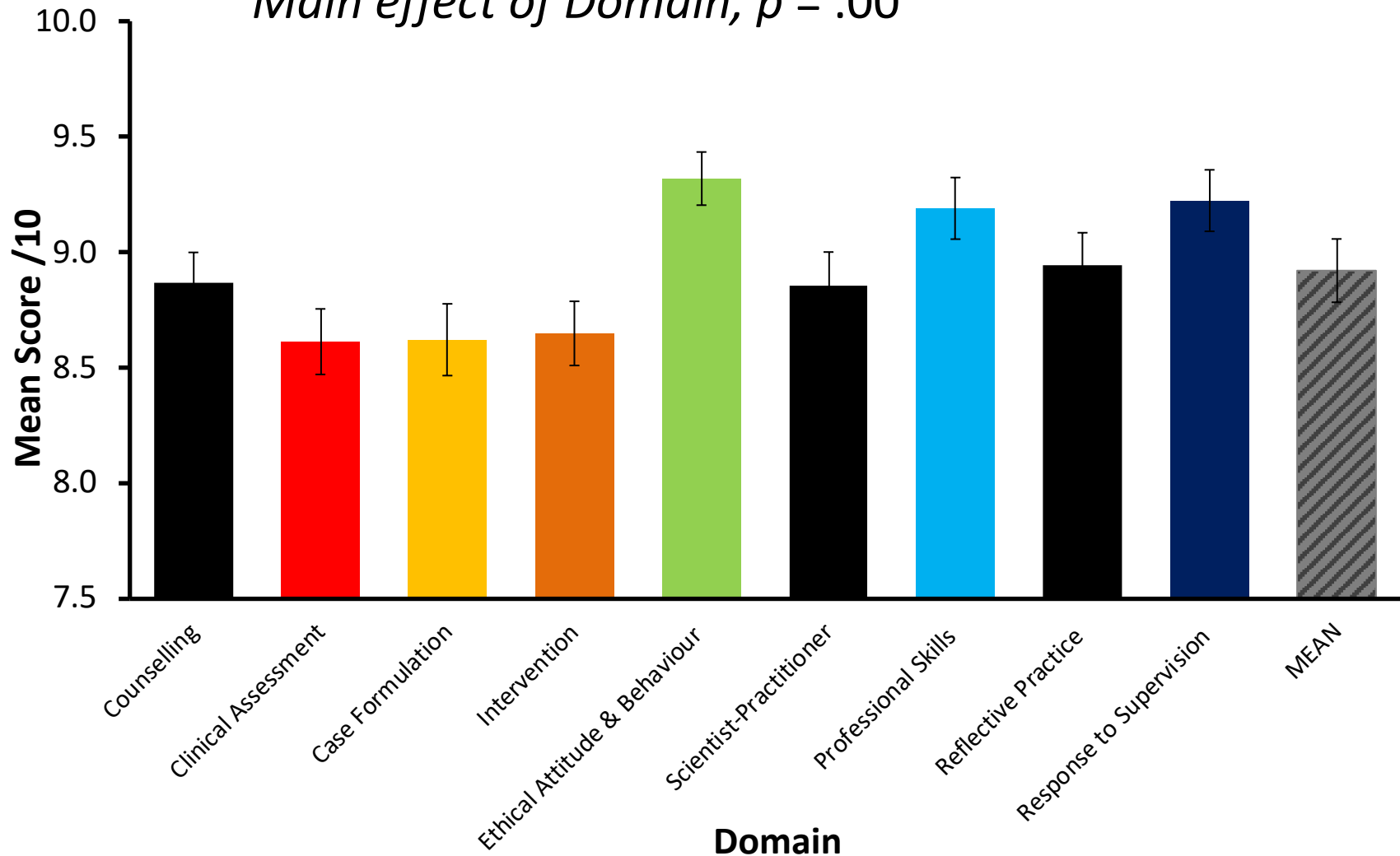
*Main effect of Domain,  $p = .00$*





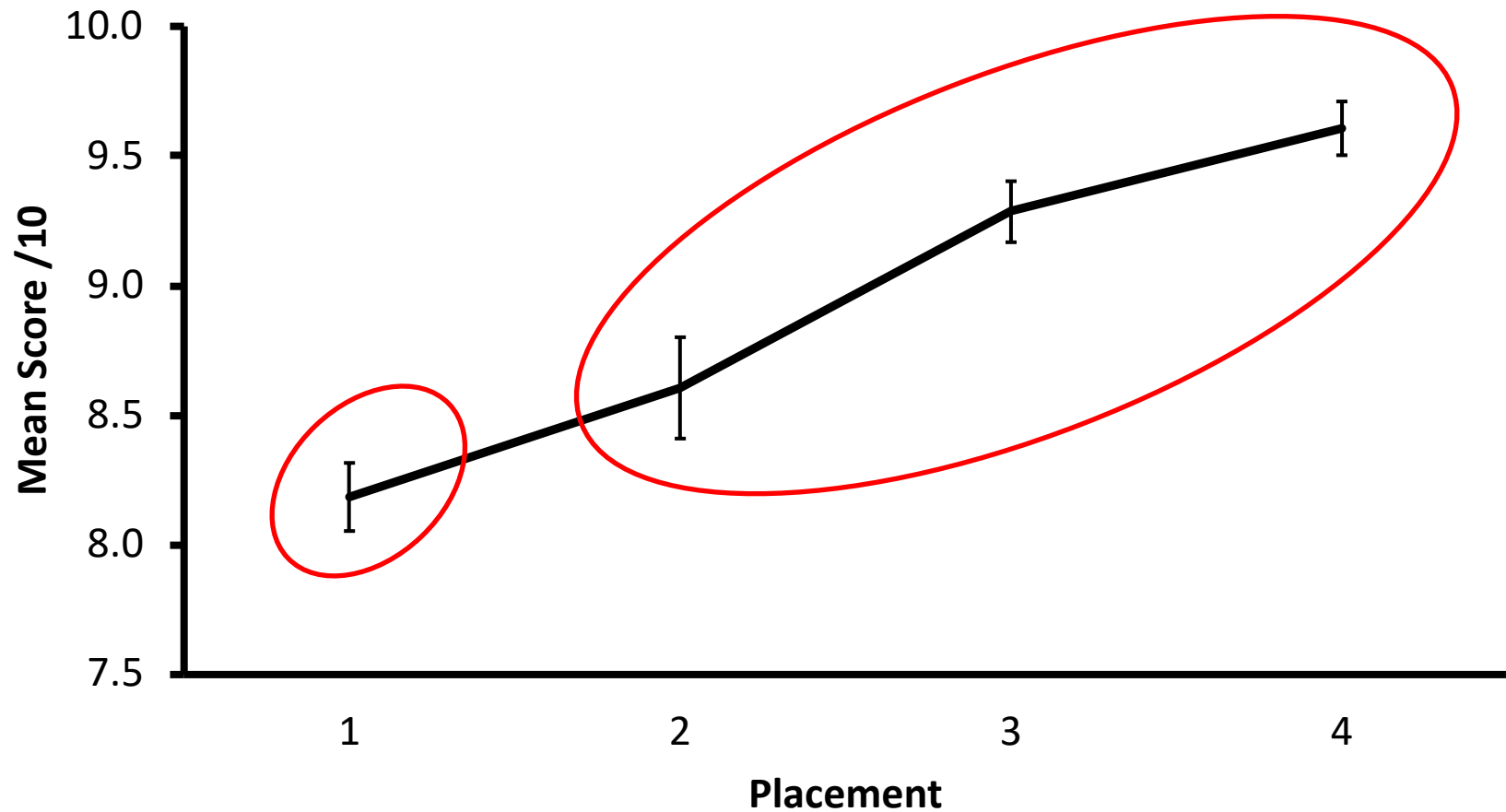
# Results

*Main effect of Domain,  $p = .00$*



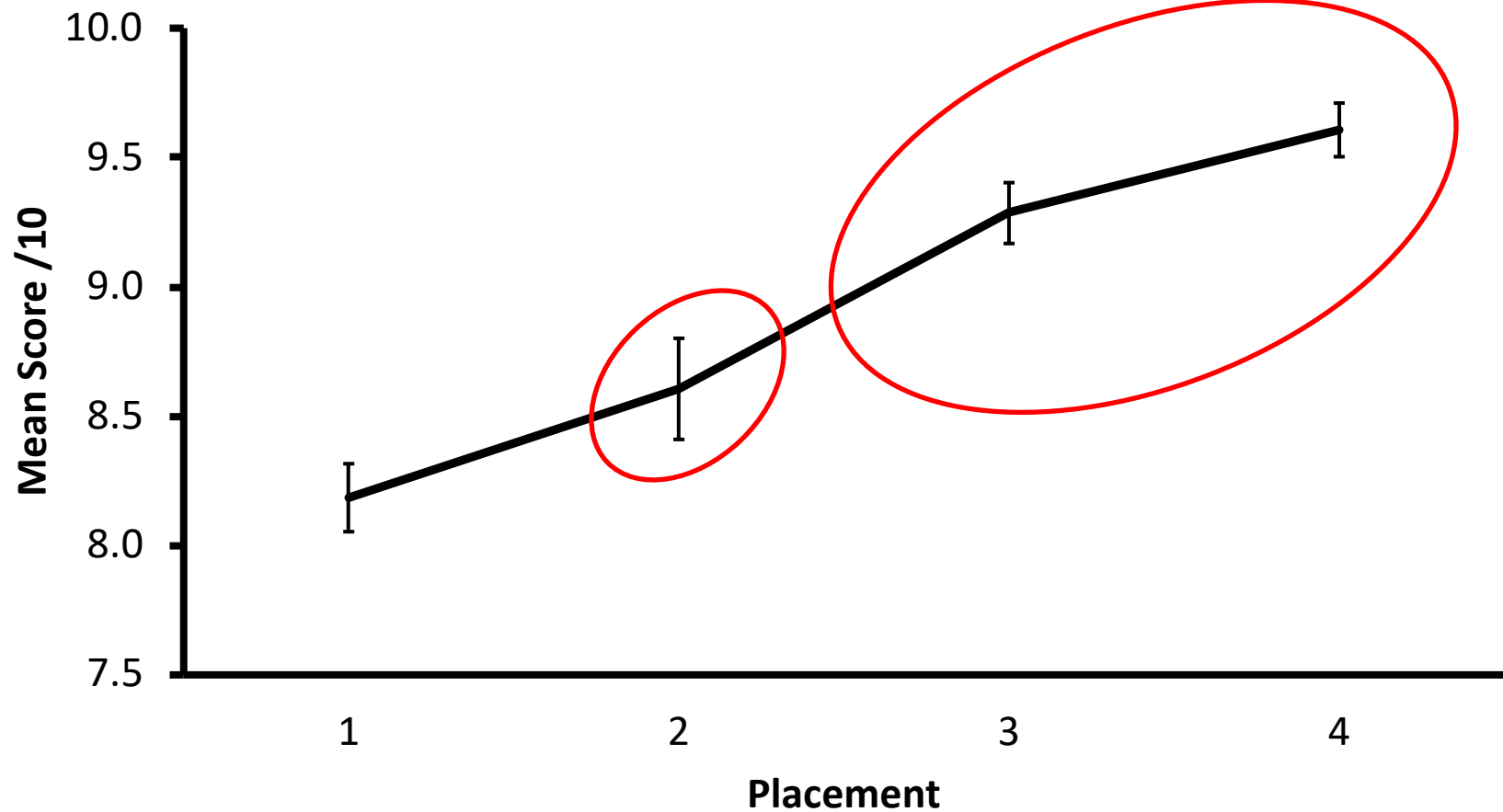
# Results

*Main effect of Placement,  $p = .00$*



# Results

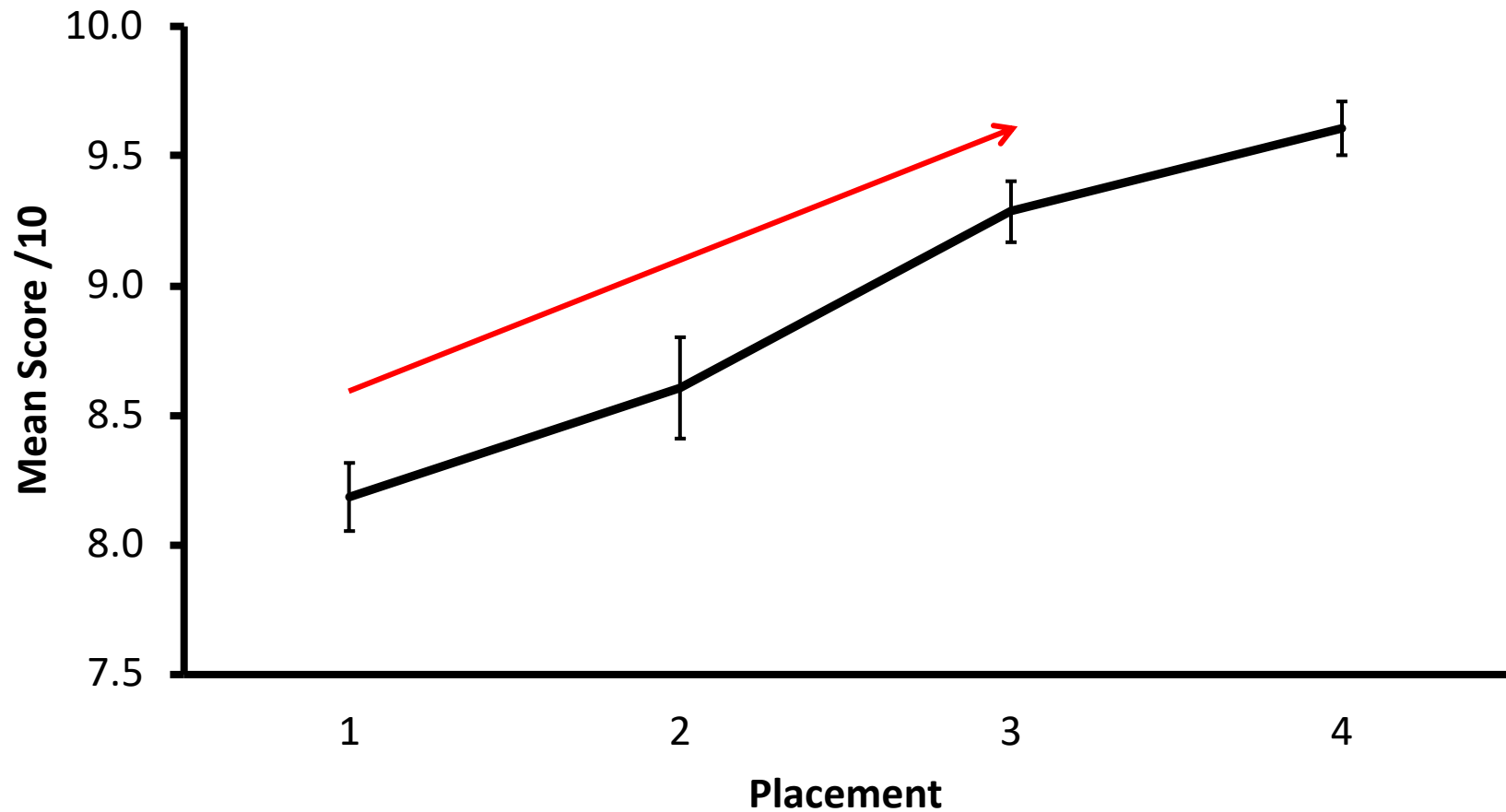
*Main effect of Placement,  $p = .00$*





# Results

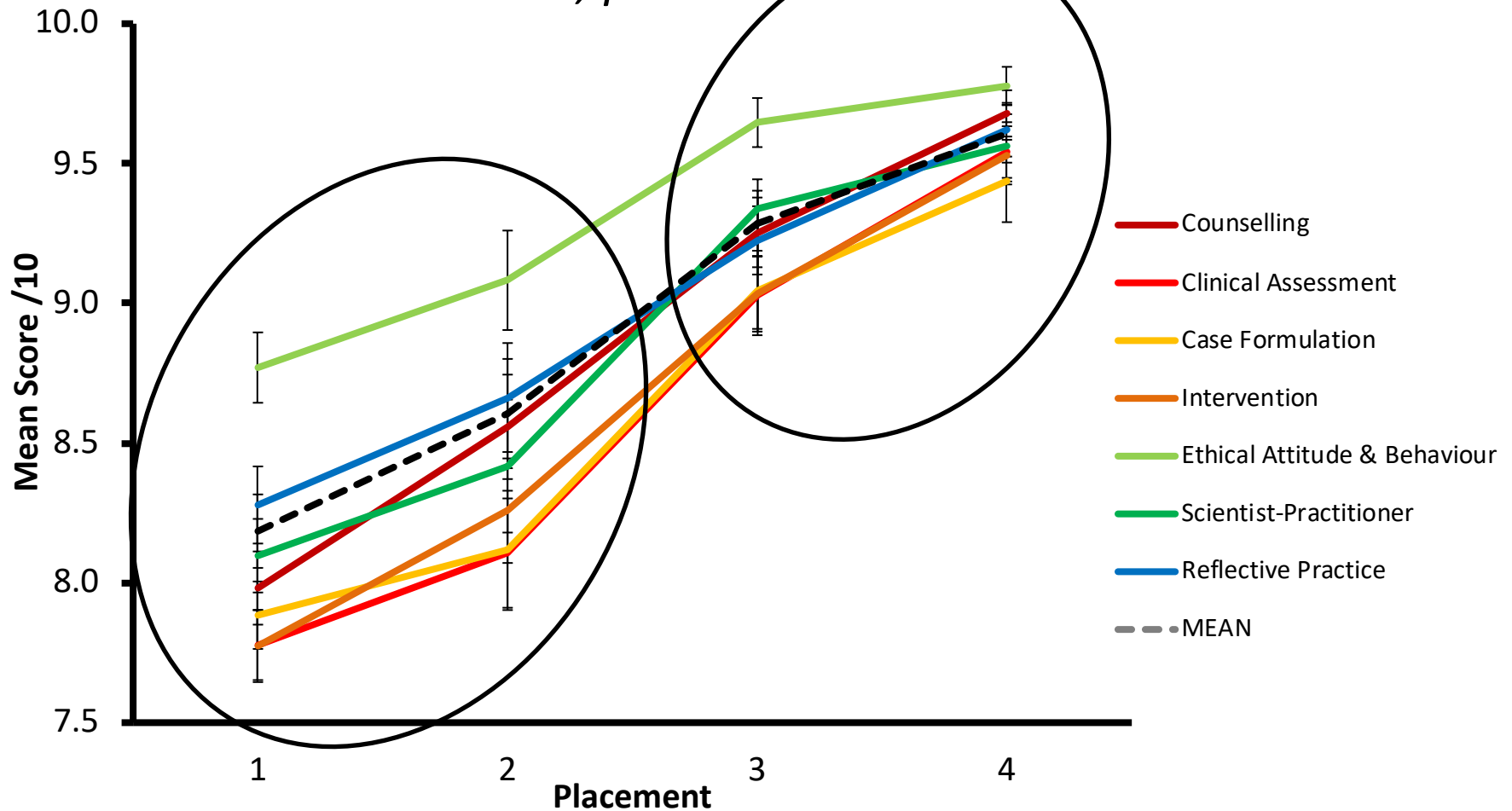
*Main effect of Placement,  $p = .00$*





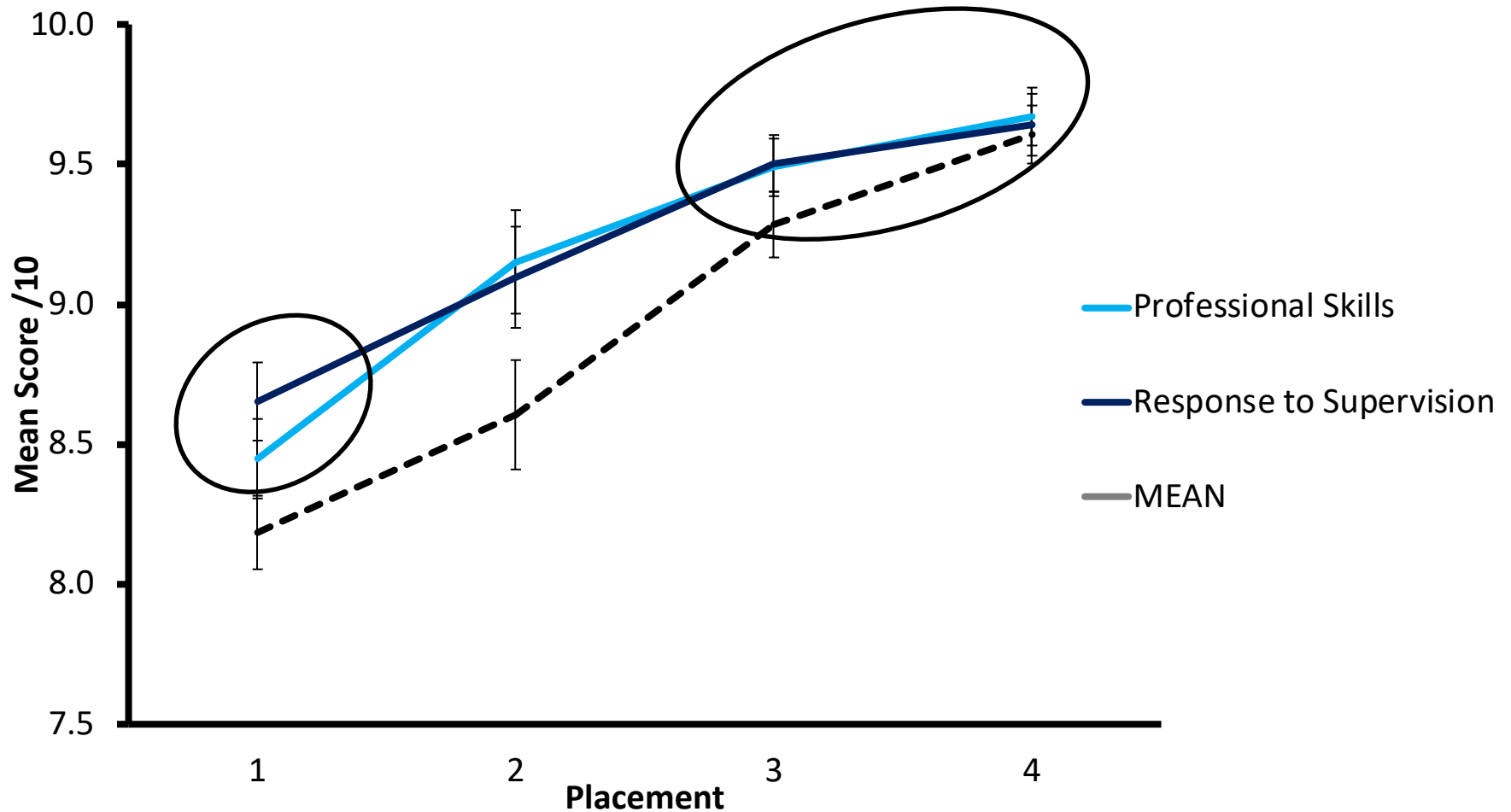
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*Placement\*Domain,  $p = .00$*



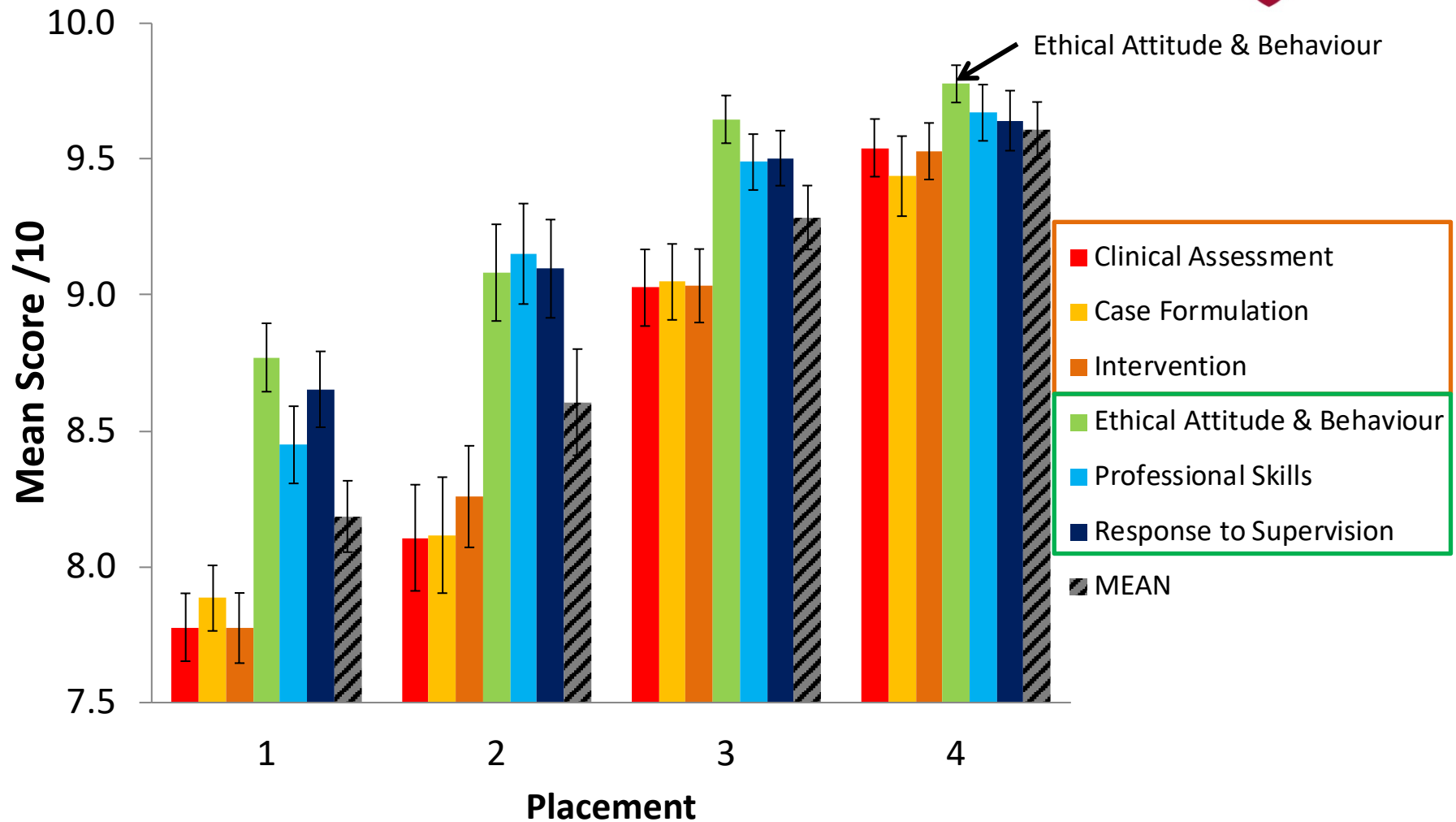
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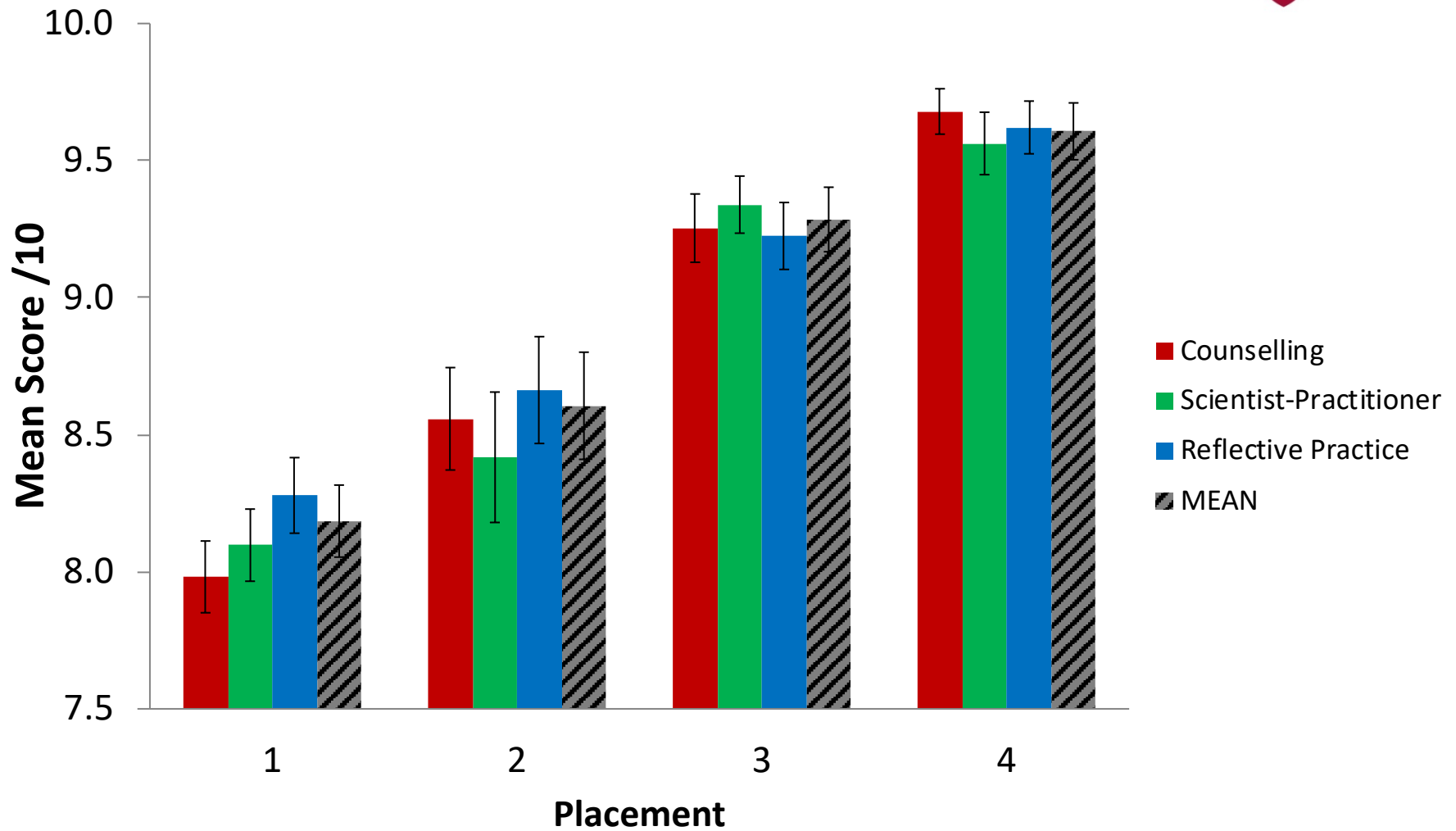


# Results






# Results





# Conclusion

- Competency scores increase across placements 1 - 3
- Competency scores higher for ***foundational*** vs. ***functional*** competencies



Ethical attitude & behaviour  
Response to supervision  
Professional skills

Clinical assessment  
Case formulation  
Intervention

- Competency domains follow different developmental trajectories
  - *All functional competencies + Reflective practice and Ethical Attitude & behaviour* show significant increase between placements 2 and 3
  - *Response to supervision and Professional skills (Foundational)* score highly from placement 1 and show additional improvements only at placements 3 and 4



# Implications

- Leniency bias early in training for *Ethical attitude & behaviour, Response to supervision and Professional skills* (**foundational competencies**) (Gonsalvez et al., in press)
- Scores greater than 8.5 at Placement 1 and 2
- Greater attention paid to foundational competencies early in training
- Selection of students WITH foundational competencies
- Difficulties defining objective criteria
- Vignette-based ratings with normative reference point (Gonsalvez et al., 2013)

# For more information ...

Please visit our website for information on our OLT funded project:  
[Assessing Competence in Psychology Practicum: Vignette-Matching Project \(VMP\)](http://www.uws.edu.au/vmp/home)

<http://www.uws.edu.au/vmp/home>

## References

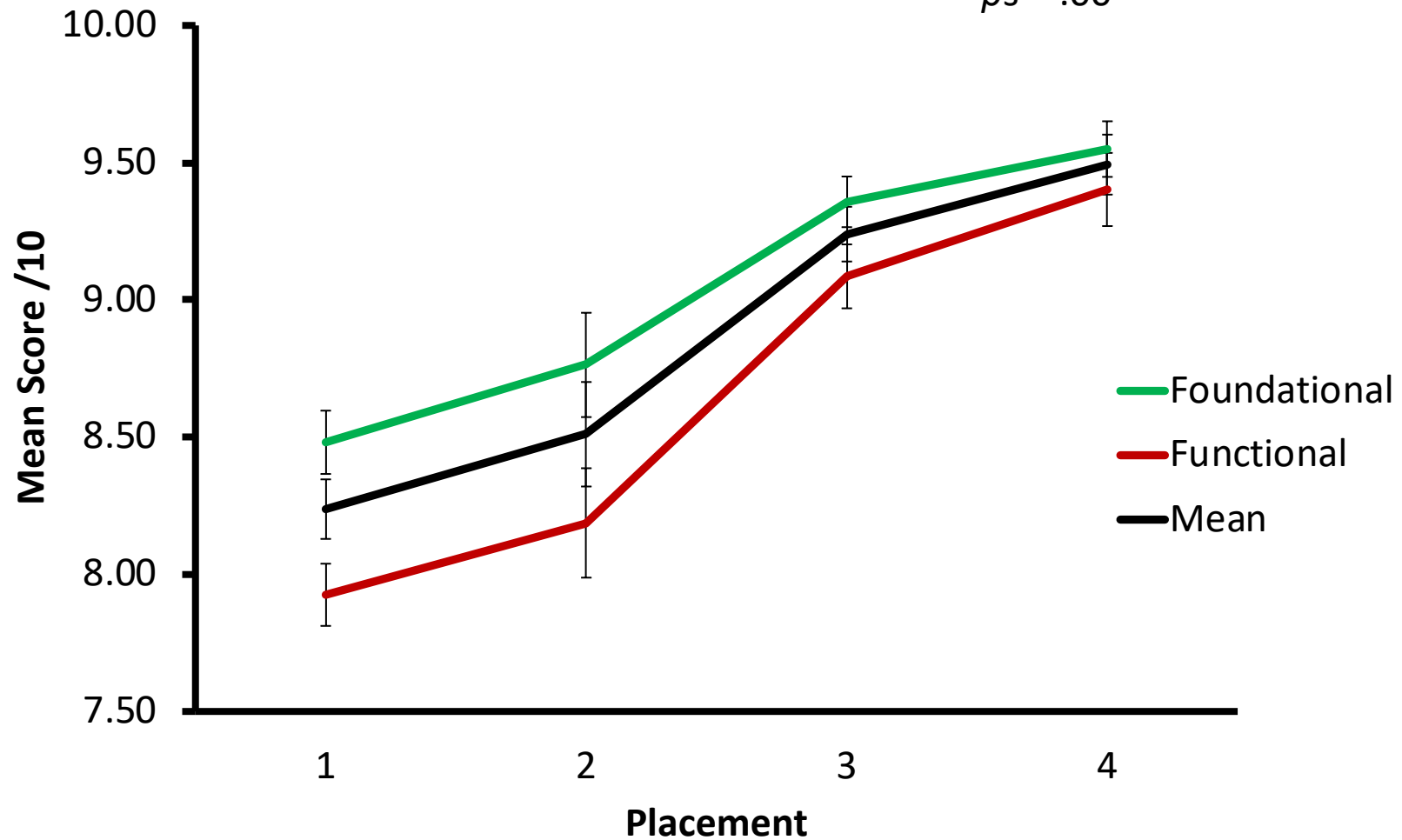
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# Super-Clusters

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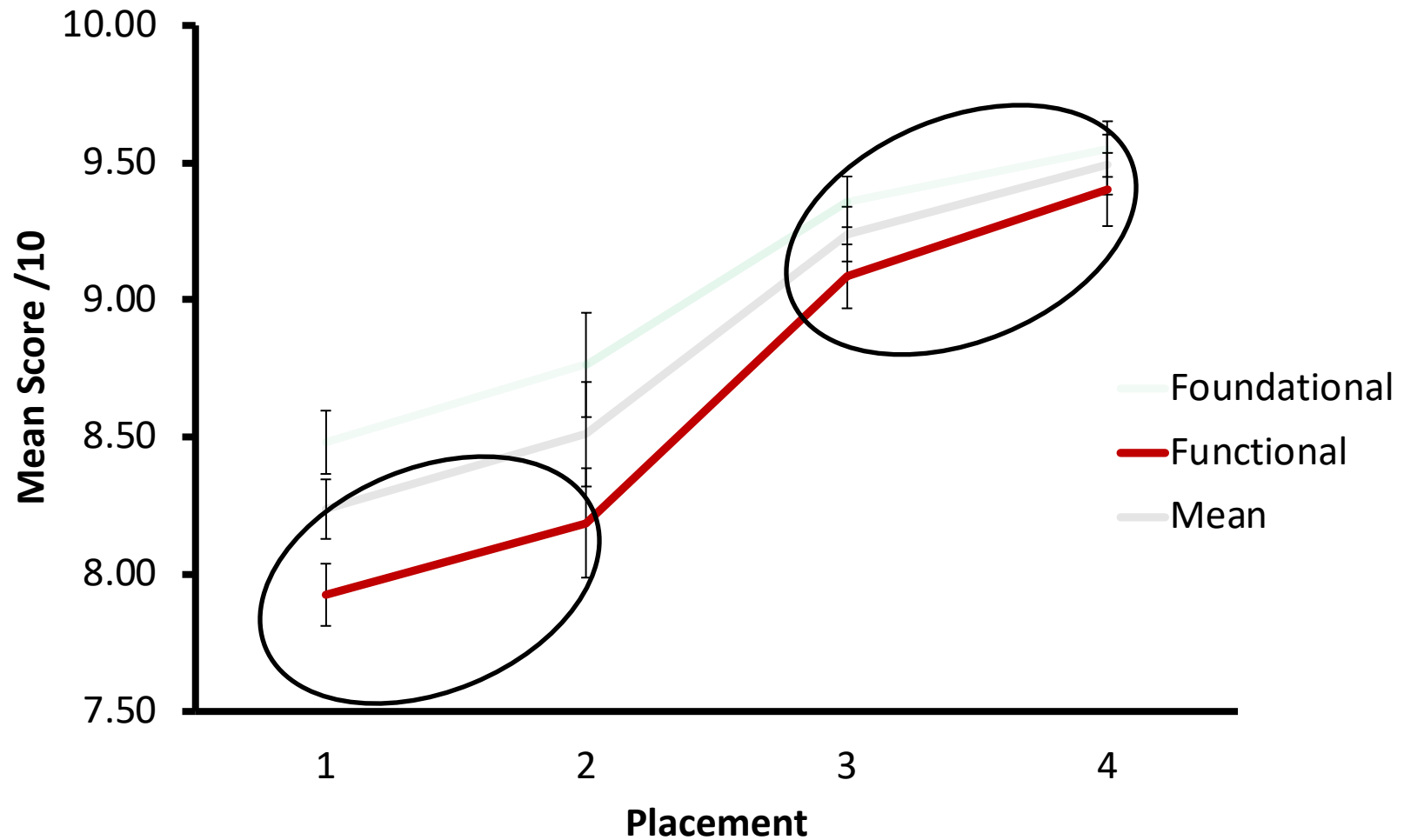


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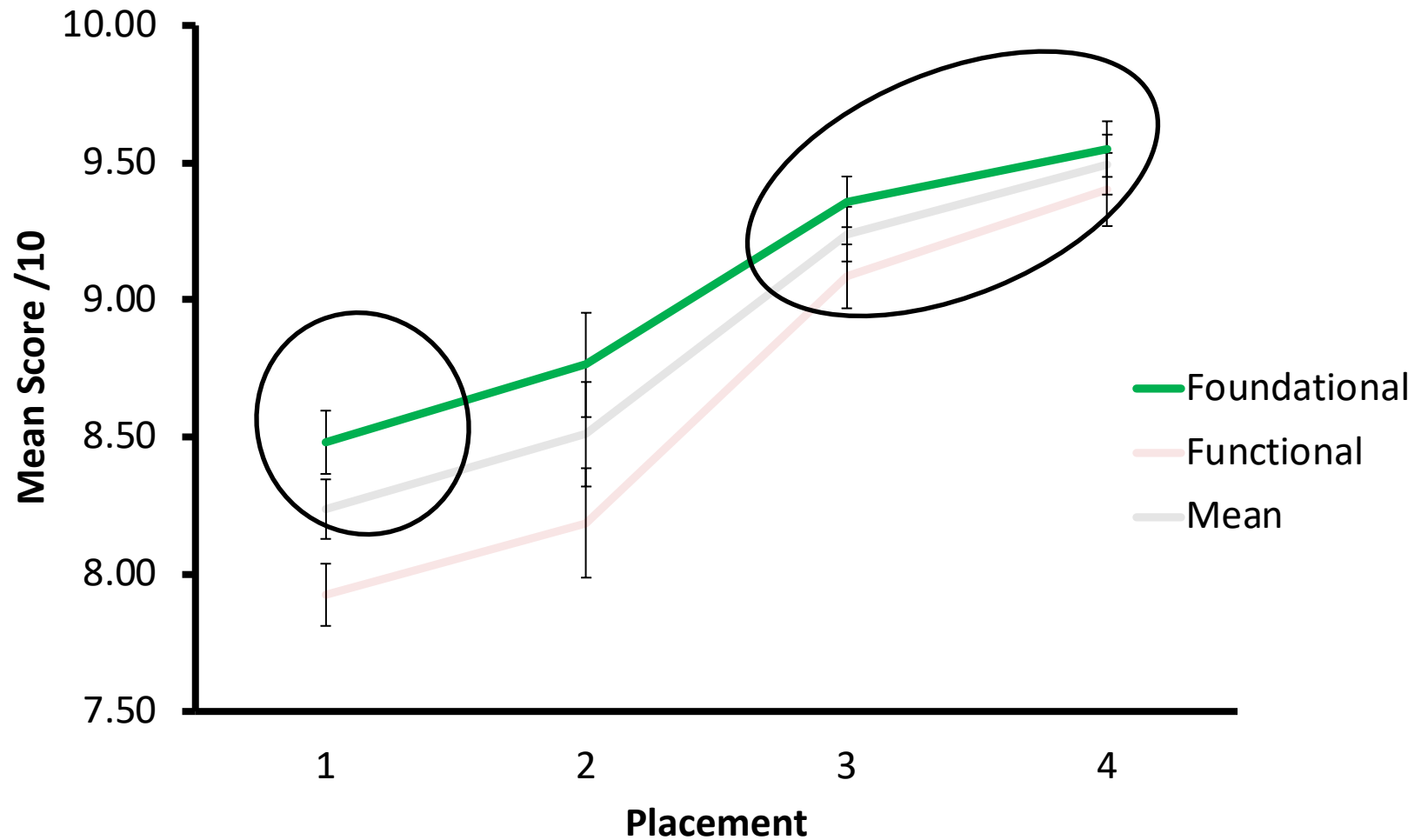
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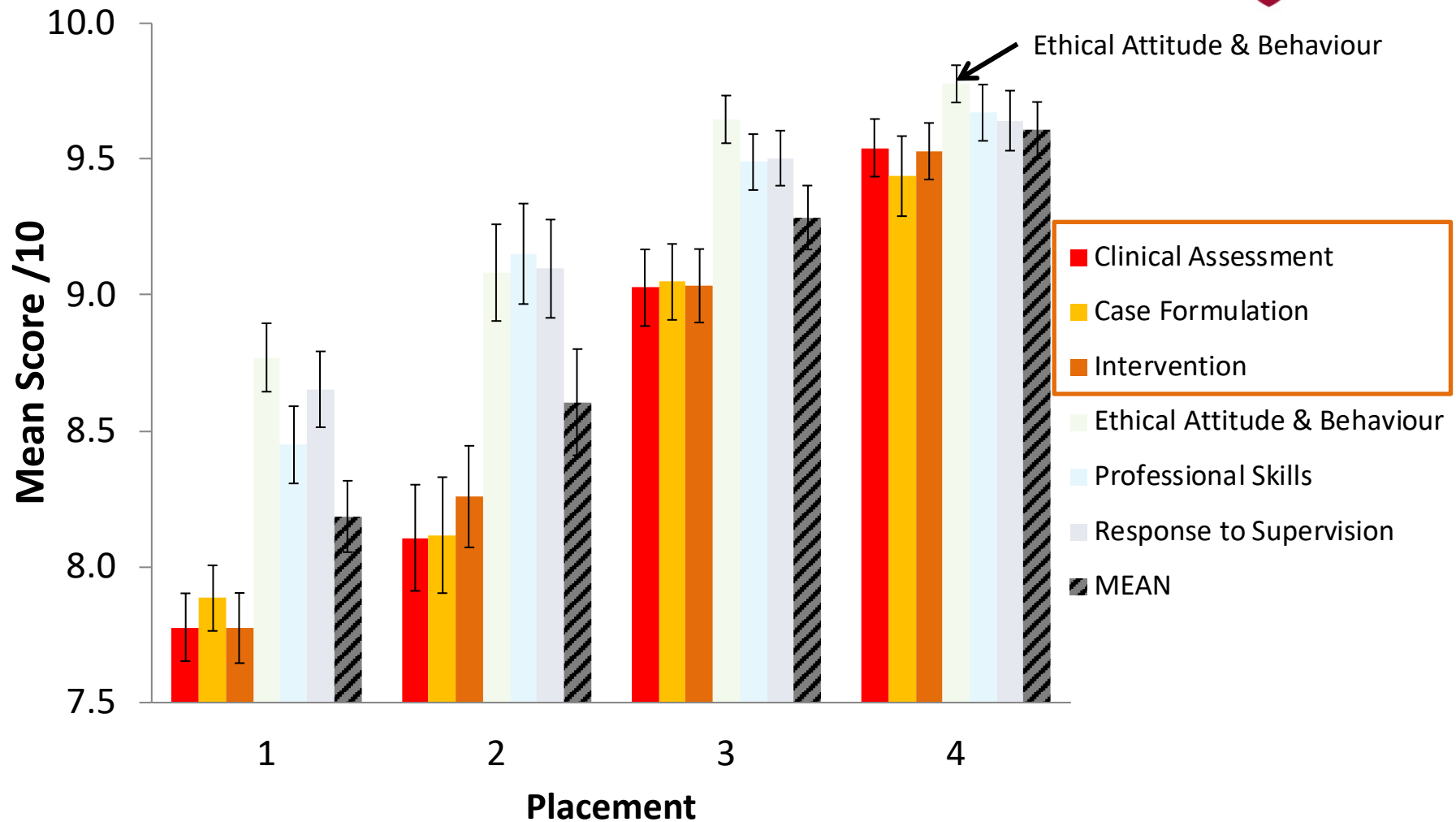
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# Results







# Results

