

Foundational Competencies**Candidate:** _____

<p>Interpersonal Interactions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and appreciates appropriate role boundaries with all parties involved in forensic work. <input type="checkbox"/> Describes how potential boundary conflicts may be avoided or resolved. <input type="checkbox"/> Differentiates the varied roles of forensic specialists (i.e., evaluator, consultant, treatment provider). <input type="checkbox"/> Voices disagreements and responds to feedback and criticism with composure and in a professional manner. <input type="checkbox"/> Exhibits a respectful and unbiased attitude toward the examinee, the legal system, and those who serve the legal system. <input type="checkbox"/> Respects the effects of individual and cultural differences. <input type="checkbox"/> Describes appropriate responses to direct and cross examination. 	<p>Superior Excellent Adequate Poor No Info</p>
<p>Individual and Cultural Diversity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and values individual and group differences, diversity, and culture, and appreciates their impact within a psycholegal context. <input type="checkbox"/> Recognizes the effect their own cultural worldview and biases have on their professional work. <input type="checkbox"/> Demonstrates an awareness of the need to educate one's self about unfamiliar cultures and subcultures. <input type="checkbox"/> Provides examples of efforts to gain awareness of and minimize the impact of own biases. <input type="checkbox"/> Describes the potential impact of an examinee's race, ethnicity, native language, etc. on the forensic evaluation process. <input type="checkbox"/> Describes how common challenges inherent to working with a diverse population are addressed. 	<p>Superior Excellent Adequate Poor No Info</p>
<p>Ethics and Legal Foundations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulates appropriate applications of the Specialty Guidelines and APA's Ethics Code. <input type="checkbox"/> Demonstrates methods for resolving ethical conflicts. <input type="checkbox"/> Describes the legal context for evaluations in his/her jurisdiction. <input type="checkbox"/> Describes relevant case, statutory, and regulatory law associated with practice area. <input type="checkbox"/> Able to provide an historical overview of the law, including the names and impact of relevant cases. <input type="checkbox"/> Recognizes and discusses complex legal and ethical issues applicable to his or her practice. <input type="checkbox"/> Demonstrates awareness that practice requirements and legal standards vary across jurisdictions. 	<p>Superior Excellent Adequate Poor No Info</p>

<p>Professional Identification:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describes recent advances in forensic psychology. <input type="checkbox"/> Shows familiarity with major scholarly works and ongoing debates in areas of practice. <input type="checkbox"/> Describes efforts to maintain and enhance knowledge and skills in the full scope of forensic practice. <input type="checkbox"/> Demonstrates an awareness of the potentially profound implications of forensic work and how their opinions are used by the fact finders. <input type="checkbox"/> Fully explains and documents the basis for their opinions appropriate for their audience. <input type="checkbox"/> Demonstrates their allegiance is to providing accurate information to the fact finder and advocating for their data, rather than advocating for a particular side or outcome. 	<p>Superior Excellent Adequate Poor No Info</p>
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Functional Competencies

<p>Assessment:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appreciates the need to obtain data from multiple sources using multiple methods to ensure that assessments are comprehensive, non-biased, reliable, valid, and culturally sensitive. <input type="checkbox"/> Well-versed in the current scientific literature regarding psychological measures used in practice samples. <input type="checkbox"/> Proficient in the administration, scoring, and interpretation of psychological tests used in their practice samples. <input type="checkbox"/> Able to clearly explain the rationale for test selection, the strengths and weaknesses of tests used, and the description of test results for the trier of fact. <input type="checkbox"/> Articulates the uses and empirical limits of relevant assessment methods. <input type="checkbox"/> Uses assessment instruments to test hypotheses relevant to addressing the psycholegal issue. <input type="checkbox"/> Expresses assessment information clearly in report and during oral examination. <input type="checkbox"/> Provides sufficient explanation to logically support their opinion(s) using plain language, supported by multiple sources, with appropriate limitations and alternative explanations explicitly acknowledged. 	<p>Superior Excellent Adequate Poor No Info</p>
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<p>Intervention:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates understanding of professional literature in relevant intervention area. <input type="checkbox"/> Able to discuss the rationale for interventions in forensic cases. <input type="checkbox"/> Able to articulate a treatment plan grounded in empirical literature. <input type="checkbox"/> Describes the impact of legal and ethical issues on intervention in forensic cases. <input type="checkbox"/> Appreciates the impact of the forensic setting on traditional therapeutic relationships and goals. <input type="checkbox"/> Describes strategies for dealing with intervention issues specific to forensic clients. <input type="checkbox"/> Able to apply knowledge of mental health law to intervention in forensic cases. 	<p>Superior Excellent Adequate Poor No Info</p>
<p>Consultation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates the knowledge needed to consult with legal clients. <input type="checkbox"/> Describes the various consultative roles in which forensic practitioners engage. <input type="checkbox"/> Recognizes potential conflicts of interest and threats to objectivity inherent in the adoption of multiple roles. <input type="checkbox"/> Articulates how a consultation issue might need to be clarified prior to accepting a role in a case. 	<p>Superior Excellent Adequate Poor No Info</p>
<p>Science Base and Application:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates awareness of empirical and theoretical foundations of forensic work. <input type="checkbox"/> Demonstrates awareness of recent empirical and professional literature relevant to areas of practice. <input type="checkbox"/> Employs a sound theoretical foundation and knowledge of the scientific and professional literature to own practice. 	<p>Superior Excellent Adequate Poor No Info</p>

<p>Supervision/Teaching/Management:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Possesses sufficient knowledge regarding standard of practice, essential competencies, and methods of supervision in order to supervise others' forensic work and to instruct students/trainees. <input type="checkbox"/> Able to articulate ethical and professional standards and codes of conduct concerning supervisor/supervisee roles. <input type="checkbox"/> Aware of state guidelines governing supervision. <input type="checkbox"/> Articulates how to resolve potential ethical issues in supervising, teaching, and/or managing others. <input type="checkbox"/> Demonstrates sufficient forensic knowledge to design, implement, and evaluate the quality of a program related to practice area. 	<p>Superior Excellent Adequate Poor No Info</p>
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Additional Comments: