**Criterion XII Appendix**

**Example of Specific ABGP Examination Procedures**

Clear guidelines are available in narrative form in the ABGB Examination Manual. Below is the scoring grid used by examiners, which briefly illustrates competency area scoring criteria.

CANDIDATE NAME PRACTICE ORAL

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| *Foundational* | **Pass** | **Fail** | **Pass** | **Fail** |
| 1. SCIENCE KNOWLEDGE AND METHODS COMPETENCE |  |  |  |  |
| Uses evidence bases and theory to inform activities as a group psychologist |  |  |  |  |
| Evaluates research critically |  |  |  |  |
| Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to the application of the science base to practice and the contribution to the science base |  |  |  |  |
| 1. INDIVIDUAL AND CULTURAL DIVERSITY COMPETENCE |  |  |  |  |
| Conveys knowledge about individual and cultural diversity |  |  |  |  |
| Demonstrates genuine dedication to understanding the knowledge base for peoples, cultures, ideas that might be different from the candidate’s |  |  |  |  |
| Demonstrates sensitivity and responsiveness to individual and cultural diversity in each competency domain |  |  |  |  |
| 1. RELATIONSHIP COMPETENCE |  |  |  |  |
| Demonstrates awareness of self that permits effective functioning through affective and expressive communication with others |  |  |  |  |
| Demonstrates an awareness of the needs, feelings, and reactions of others is the present and promotes effective functioning in each competency domain. |  |  |  |  |
| Conveys sensitivity to the welfare, rights, and dignity of others |  |  |  |  |
| 1. ETHICS AND LEGAL FOUNDATIONS COMPETENCE |  |  |  |  |
| Demonstrates knowledge about ethical standards and applies this knowledge to perform in an ethical fashion |  |  |  |  |
| Demonstrates knowledge about legal standards and applies this knowledge |  |  |  |  |
| Demonstrates professionalism and awareness of professional standards in presentation of the written submission (e.g., use of APA references, attention to editing demands, etc.) |  |  |  |  |
| 1. GROUP PROFESSIONAL IDENTIFICATION COMPETENCE |  |  |  |  |
| Demonstrates active participation in the profession of Groups |  |  |  |  |
| Demonstrates a familiarity with current significant issues facing the profession and the implication of these issues in Group Psychology |  |  |  |  |
| Seeks consultation and supervision when needed |  |  |  |  |
| Obtains ongoing training and education in Group Psychology |  |  |  |  |
| Demonstrates professionalism and awareness of professional standards in presentation of the written submission (e.g., use of APA references, attention to editing demands, etc.) |  |  |  |  |
| 1. REFLECTIVE PRACTICE/SELF-ASSESSMENT/SELF-CARE |  |  |  |  |
| Demonstrates ability and willingness to consider congruence between own and others assessment and seeks to resolve incongruence |  |  |  |  |
| Accurately assesses areas of own competence, while consistently recognizing own problems without minimization |  |  |  |  |
| Models self-care by routinely assessing strengths and weakness, addressing these, and taking time out for growth |  |  |  |  |
| 1. INTERDISCIPLINARY SYSTEMS |  |  |  |  |
| Demonstrates the ability to work successfully with many kinds of professionals by systematically collaborating at many levels |  |  |  |  |
| Appreciates and demonstrates such appreciation of various contributions from other professionals involved in client welfare |  |  |  |  |
| *Functional* (See Pages 26-40 for full explanation of these) |  |  |  |  |
| 1. ASSESSMENT /DIAGNOSIS/CONCEPTUALIZATION |  |  |  |  |
| Demonstrates awareness and/or conducts assessments and evaluations with skill and appropriate attitude using extant knowledge base for Group Psychology |  |  |  |  |
| Demonstrates awareness and/or interprets assessment and evaluations  findings accurately and use these to inform conceptualization |  |  |  |  |
| Demonstrates awareness and/or applies assessment and evaluation data to the development of recommendations in Group Psychology |  |  |  |  |
| Demonstrates awareness and/or communicates results with useful  Outcomes for Group Members |  |  |  |  |
| Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to assessment |  |  |  |  |
| 1. INTERVENTION COMPETENCE |  |  |  |  |
| Demonstrates awareness and/or manages contract issues responsibly |  |  |  |  |
| Demonstrates awareness and/or chooses procedures appropriate for group client or patient and situation |  |  |  |  |
| Demonstrates awareness and/or applies interventions with skills and knowledge and appropriate attitude |  |  |  |  |
| Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to intervention |  |  |  |  |

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| 10. CONSULTATION COMPETENCE |  |  |  |  |
| Demonstrates awareness and/or uses procedures appropriate for context |  |  |  |  |
| Demonstrates awareness and/or gathers appropriate information as background for the consultation |  |  |  |  |
| Demonstrates awareness and/or conducts consultations with skill and knowledge and appropriate attitude |  |  |  |  |
| Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to consultation in groups |  |  |  |  |
| 11. SUPERVISION COMPETENCE  (if applicable, otherwise write N/A) |  |  |  |  |
| Supervision – Uses existing theory and research to conduct supervision  with skill and appropriate attitude |  |  |  |  |
| Teaching – Uses existing theory and research to teach with skill and appropriate attitude |  |  |  |  |
| Demonstrates attention to interpersonal interactions, individual and cultural diversity, ethics and legal foundations, and professional identification as related to supervision |  |  |  |  |

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| 12. RESEARCH AND EVALUATION (if applicable) |  |  |  |  |
| Demonstrates clear ability to apply scientific method to problems that arise in group setting |  |  |  |  |
| Demonstrates commitment to reading professional group journals and contributing to them to strengthen group evidence bases |  |  |  |  |
| Clearly and carefully evaluates programs and activities |  |  |  |  |
| Demonstrates participation in the provision and/or receipt of external peer review (e.g., publications, poster sessions, oral presentations, grants, dissertation committees, etc.) |  |  |  |  |
| Demonstrates ability to navigate the peer-review process |  |  |  |  |
| 13. TEACHING/MANAGEMENT/ADMINISTRATION |  |  |  |  |
| |  | | --- | | Demonstrates knowledge of outcome assessment of teaching effectiveness | |  | |  | |  | |  | |  | |  | |  |  |  |  |
| Evaluates the effectiveness of learning/teaching strategies addressing key skill sets. |  |  |  |  |
| Manages direct delivery of professional services, and demonstrates awareness of basic principles of resource allocation and oversight. |  |  |  |  |
| Develops a mission, set goals, implement systems to accomplish. |  |  |  |  |
| Demonstrates awareness of the principles of policy and procedures manuals of organization, programs, and agencies; awareness of basic business, financial and fiscal management issues. |  |  |  |  |
| 1. ADVOCACY |  |  |  |  |
| Engages with groups with differing viewpoints around an issue to promote change |  |  |  |  |
| Promotes client self-advocacy, and engages in relevant groups and individuals towards that end |  |  |  |  |

Circle One

Pass Fail Pass Fail

Examiner’s Signature