

Police & Public Safety Psychology Postdoctoral Residency Competencies

A. Integration of Science and Practice:

- Demonstrates the substantially independent ability to critically evaluate and disseminate research or other scholarly activities (e.g., case conference, presentation, publications) at the local (including the host institution), regional, or national level;
- Demonstrates knowledge of the empirical foundations of the evidence-based practices used in one's clinical work, and the ability to apply published research findings to practice protocols or procedures in order to optimize evidence-based practices and clinical efficacy; and
- Demonstrates knowledge of relevant published professional practice guidelines (e.g., APA Professional Practice Guidelines for Occupationally Mandated Psychological Evaluations, IACP Preemployment Psychological Evaluation Guidelines, IACP Fitness-for-Duty Evaluation Guidelines) and how they pertain to professional activities within the specialty.

B. Ethical/Legal Standards:

- Is knowledgeable of and acts in accordance with each of the following:
 - the current version of the APA Ethical Principles of Psychologists and Code of Conduct; and
 - relevant laws, regulations, rules, and policies governing both health service psychology and police and public safety psychology at the organizational, local, state, regional, and federal levels.
- Demonstrates recognition of ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve the dilemmas;
- Conducts oneself in an ethical manner in all professional activities;
- Demonstrates the ability to apply core legal knowledge (cf. American Board of Police & Public Safety Psychology, "Core Legal Knowledge for the Practice of Police & Public Safety Psychology") to each of the four domains of practice in police and public safety psychology.

C. Individual and Cultural Diversity:

- Demonstrates an understanding of how personal/cultural history, attitudes, and biases may affect one's understanding of and interaction with others, particularly others whose personal and cultural identities;

- Demonstrates knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;
- Demonstrates the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.
- Demonstrates the ability to apply knowledge work effectively with the range of diverse individuals and groups encountered during residency, tailored to the learning needs and opportunities consistent with the program's aim(s).

D. Professionalism:

- Demonstrates behavior that reflects the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others;
- Actively seeks and demonstrates openness and responsiveness to feedback and supervision;
- Responds professionally to increasingly complex situations with a greater degree of independence through the progression of the residency; and
- Actively participates in professional organizations representing the specialty (e.g., APA Division 18, Police & Public Safety Section; International Association of Chiefs of Police, Police Psychological Services Section).

E. Reflective Practice/Self-Assessment/Self-Care:

- Demonstrates self-reflection regarding one's personal and professional functioning; engages in activities to maintain and improve performance, well-being, and professional effectiveness;
- Actively seeks, and demonstrates openness and responsiveness to, feedback and supervision;
- Maintains relationships within a collegial community providing mutual support for sustained competence, particularly with regard to providing services *in extremis* (e.g., those involving exposure to trauma and noxious stimuli associated with crime scenes and criminal investigations).

F. Interdisciplinary Systems:

- Demonstrates knowledge and respect for the roles and perspectives of other professions, including other health care professionals and police and public safety professionals); and
- Applies this knowledge in direct or simulated consultation with individuals and their families, other health care professionals, interprofessional groups, systems related to health and behavior, and representatives of public safety and other governmental organizations.
- Demonstrates knowledge of the occupational contexts in which police and other public safety personnel perform their services, including the paramilitary structure; its roles in societal and governmental functioning;
- Demonstrates knowledge of the essential job functions of police and other public safety service recipients they encounter in their training, as well as the organizational structure and chain of command within their respective organizations; and
- Demonstrates knowledge of how occupational identities and roles of police and other public safety personnel interact (and conflict) with personal identity and other social, familial, and community roles.

G. Relationships:

- Considers and respects the perspectives, priorities, and points of view of the various individuals, groups, and communities within the settings and circumstances encountered in training;
- Actively engages with diverse individuals, groups, and communities within the settings and circumstances encountered in training; and
- Solicits clarification and understanding when confronted with diverse viewpoints, interpersonal challenges, and professional obstacles.

H. Assessment:

- **Trainees-Residents** are expected to demonstrate the following competencies in the context of preemployment psychological evaluations of police and/or other public safety candidates and fitness-for-duty evaluations of police and/or other public safety personnel:
 - Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient;
 - Interpret and integrate assessment results, following current research and professional standards and guidelines, to inform case conceptualization,

classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective; and

- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

I. Intervention:

- Develops evidence-based intervention plans specific to the service delivery goals;
- Implements interventions informed by the current scientific literature (e.g., APA Clinical Practice Guidelines for Treatment of Posttraumatic Stress Disorder), assessment findings, diversity characteristics, and contextual variables, including those associated with the working conditions and stressors in police and public safety employment;
- Applies the relevant research literature to clinical decision making;
- Modifies and adapts evidence-based approaches effectively when a clear evidence base is lacking; and
- Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.