



Foundation of Clinical Aptitudes Self-inventory

Pre-awareness Level 0 – Not yet aware of what the aptitude involves and/or not yet aware of own areas of strength and weakness, not knowledgeable about what is involved in using aptitude on a consistent basis nor about how to improve aptitude, not yet able to use aptitude with consistency and control

Awareness Level 1 – Aware of what the aptitude involves and aware of own areas of strength and weakness in defined areas, but not knowledgeable about what is involved in using aptitudes on a consistent basis nor about how to improve aptitude sets, and not yet able to use aptitudes with consistency and control

Knowledge Level 2 – Aware of what the aptitude involves, aware of own areas of strength and weakness in defined areas, knowledgeable about what is involved in using aptitudes on a consistent basis and about how to improve aptitude sets, but not yet able to use aptitudes with consistency and control

Aptitude / Competency Level 3 - Aware of what the aptitude involves, aware of own areas of strength and weakness in defined areas, knowledgeable about what is involved in using aptitudes on a consistent basis and about how to improve aptitude sets, able to use aptitudes with consistency and control

Mastery / Mentor Readiness Level 4 - Aware of what the aptitude involves, aware of own areas of strength and weakness in defined areas, knowledgeable about what is involved in using aptitudes on a consistent basis and about how to improve aptitude sets, able to use aptitudes with consistency and control, sufficient understanding of both subject area and how to impart subject area that the ability exists to educate and mentor others successfully in the development of aptitudes

Diagnostic, Assessment and Evaluation Aptitudes

___ Major developmental theories, including normative development of cognition and affect; major models of stages of development, including cognitive development, emotional development, personality development, moral development, social development; stages of relationships and family life stages; theories of temperamental influences on cognitive, affective and behavioral functioning

___ Effects and influences of major drives and instincts on client's cognitive, affective and

behavioral functioning, including sex and sexuality, aggression, dominance, and social hierarchy

___ Psychological disorders and most recent knowledge about etiology of psychological disorders, including personality disorders, mood disorders, thought disorders, anxiety disorders, addictions and compulsive disorders, eating disorders, conduct and behavioral disorders

___ Assessment and diagnostic aptitudes, including how to conduct a bio-psycho-social assessment, how to conduct treatment planning, how to diagnose and use the Diagnostic and Statistical Manual

___ Influence of biological, medical and wellness factors that affect mood, mental status and psychological/emotional functioning

___ Effects, side-effects, risks, and purposes of psychotropic and non-psychotropic medications

___ Effects and implications of major systems with which client interacts on client's

perceptual, psychological and behavioral functioning

___ Effects and influences of social and cultural factors on cognitive, affective and behavioral aspects of client presentation and how to operate cross-culturally

Treatment Aptitudes - Three Roles of Clinical Work:

___ Remedial role: focus on working with individuals and groups to assist them in addressing or solving problems using techniques and approaches from major theories of treatment, e.g., CBT, solution focused treatment, psychodynamic

___ Preventive role: focus on helping people to make changes in their personal and interpersonal lives to minimize or eliminate the occurrence of problems in the future using preventive approaches, e.g., relapse prevention, bully proofing, assertiveness training

___ Educative-developmental role: focus on working with individuals and groups to enhance or improve their lives, using

teaching and educational approaches drawn from a substantial knowledge base in areas related to clinical work, e.g., child development, stages of relationships, substance abuse

Treatment Aptitudes - Major Theories and Schools of Treatment:

___ Psychodynamic perspectives: focus on unconscious factors that motivate behavior with attention given to the events of the early years of life as determinants of later personality development.

___ Cognitive/behavioral perspectives: focus on the role of thinking and belief systems as the root of personal problems, applying learning and reinforcement principles to address problems.

___ Humanistic perspectives: focus creating one's own destiny by taking personal responsibility for one's life and finding meaningful life goals.

___ Transpersonal perspectives: focus on the quality of the person-to-person therapeutic relationship believing clients have the capacity for self-direction without active clinician intervention or direction.

___ Systems perspectives: focus on the importance of understanding individuals in the context of their surroundings including gender-role socialization, race and culture, family, and other systems.

Treatment Aptitudes - Three Major Factors in Treatment:

___ Aptitudes in creating Support Factors: catharsis; identification with therapist; mitigation of isolation; positive relationship; reassurance; structure; therapeutic alliance; therapist/client active participation; therapist expertness; therapist warmth, respect, empathy, acceptance, genuineness; and trust.

___ Aptitudes in creating Learning Factors: advice; affective experiencing; assimilation of problematic experiences; changing expectations for personal effectiveness; cognitive learning; corrective emotional experience; exploration of internal frame of reference; feedback; insight; and rationale.

___ Aptitudes in creating Action Factors: behavioral regulation; cognitive mastery; encouragement of facing fears; taking risks; mastery of efforts; modeling; practice; reality testing; success experience; and working through

Ethical Aptitudes

___ Code of ethics for your profession and how to apply it in clinical practice, including knowledge of roles and boundaries with clients, supervisees, peers, and the public; how to manage competing obligations to multiple codes of ethics, legal versus ethical concerns, obligations to employers, diverse populations within the framework of the dominant culture; ethical obligations in administrative roles and in research and writing

___ Core ethics knowledge base, including stages of ethical decision making, competing principles and interests in ethical dilemmas, who the client is and when the client is a client, differences between moral, legal and ethical considerations, special considerations in working with diverse populations

___ The major ethical decision making models, including models for working with diverse populations

___ Laws and statutes relevant to clinical practice in GA, including duty to warn and duty to protect, privacy and confidentiality, rights of minors, age of majority, populations with special protections

___ Common ethical violations and how to prevent them, including boundary and dual role violations, scope of practice, competence

___ Best practices in ethical record keeping, including knowledge of HIPAA compliant releases of information, assessment, treatment planning, progress notes, statements of understanding/privacy notification, discharge summaries