TOWARDS OUTCOMES BASED
Licensure BOARD Examinations
for
Psychologists
and
Psychometricians

CHED MEMORANDUM ORDER NO. 46 S2012

Entitled "Policy Standard to enhance Quality Assurance (QA) in Philippine Higher Education through an outcomes-based and typology-based QA" (Dec. 11, 2012)

- To enhance the QA system of Philippine Higher Education through learning competency-based standards and an outcomes-based system of QA that is differentiated by type of HEI.

- Mandates the shift to outcomes-based education and outcomes based assessment.

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Outcome-Based Education (OBE)

"Refers to clearly focusing and organizing everything in the education system around what is essential for all students to be able to do successfully at the end of their learning experiences. This means starting with a clear picture of what is important for students to be able to do, organizing the curriculum, instruction and assessment to make sure that learning ultimately happens" (Spady, 1994)

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GRADUATE ATTRIBUTES

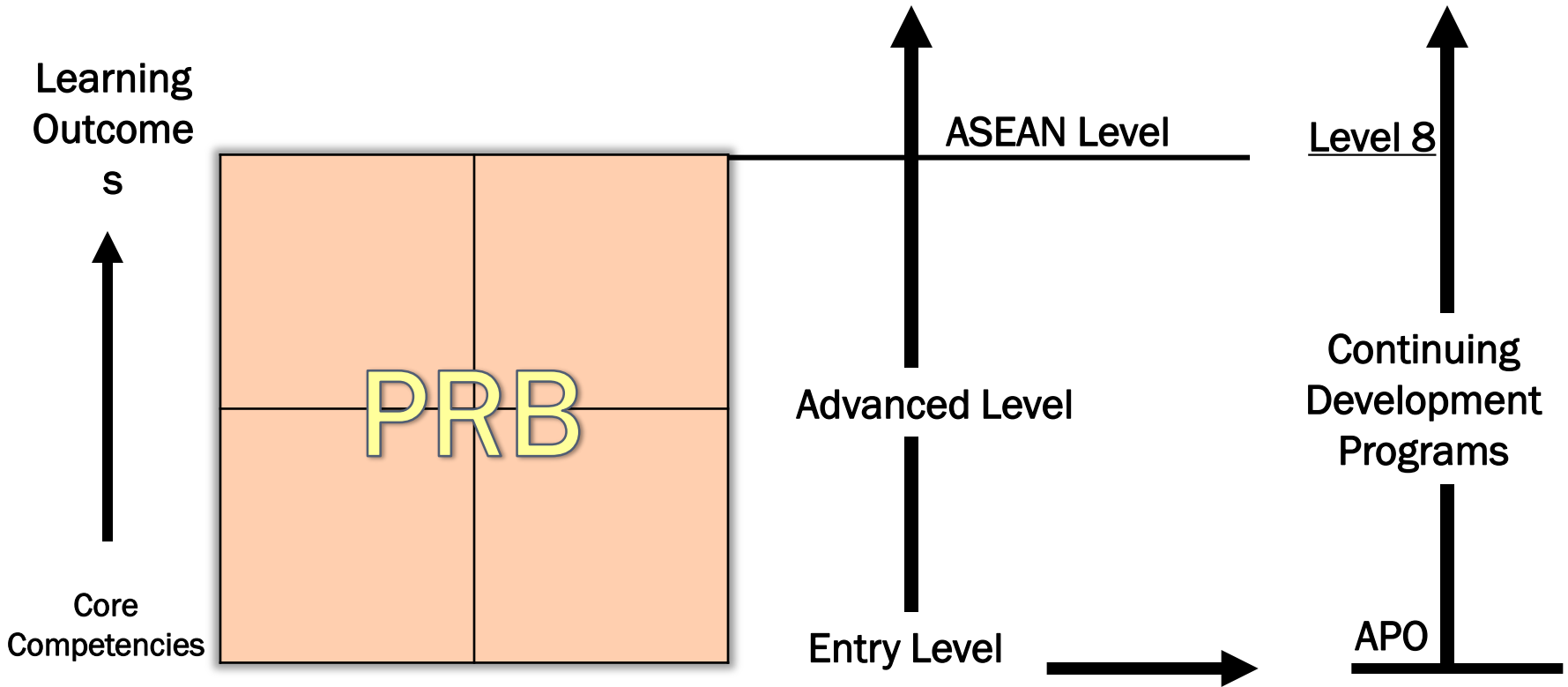|	
Professional Competence	**Demonstrate** understanding and mastery of the fundamental knowledge and skills required for effective professional practice in the field of specialization.
Critical Thinking and Problem Solving	**Exercise** critical and creative thinking in providing solutions to discipline-related problems.
Communication	**Apply** effective communication skills, both orally and in writing, using the English language.
Lifelong Learning	**Utilize** lifelong learning skills in pursuit of personal development and excellence in professional practice
Social & Ethical Responsibility	**Hold** personal values and beliefs as ethical professional consistent with Filipino family values, industry-desired values and global citizen values.
Productivity	**Contribute** to nation-building and national development through application of new technology
Interpersonal Skills	**Work** effectively in multi-disciplinary and multicultural teams

Learning Outcomes

Core Competencies

PRB

ASEAN Level

Advanced Level

Entry Level

Level 8

Continuing Development Programs

APO

Basic Skill

demonstrate substantial authority, innovation, scholarly, professional integrity and sustained commitment to development of new ideas and processes at the forefront of work

Entry Level

advanced, critical level of research, innovation, redefining existent knowledge or professional practice

Core Competencies

Continuing Development Program

PRB Tests

CPD- Continuing Development Programs

Learning Outcomes

Industriy Needs

ASEAN Needs

Psychology:

What are our Core competences?

Core vs. optional competence

COMPETENCE

Knowledge and Skills

- Has the necessary foundation knowledge of psychological concepts, constructs, methods, theory and practice to underpin competence

- Has the basic skills to underpin competence in psychological practice

- Has the necessary specialized knowledge of psychological concepts, methods, theory and practice to underpin competence

- Has the necessary specialized skills to operate in own chosen area of of psychological practice to underpin competence

COMPETENCE

Professional Behavior:

Practices Ethically

- Applies relevant ethics codes in one's professional practice and conduct
- Adheres to relevant laws and rules in one's professional practice and conduct

Acts Professionally

- Follows accepted practice
- Knows the boundaries of one's own competence and does not operate outside them
- Undertakes professional development

Competence

Professional Behavior:

Relates Appropriately to Clients and Others

- Establishes, maintains and develops working relationships with professional colleagues
- Establishes, maintains and develops working relationships with clients and others

Works with Individual and Cultural Diversity

- Operates with sensitivity in a diverse cross cultural work environment
- Works and communicates effectively &appropriately with diversity in professional teams, clients& others
- Operates with sensitivity to all forms of divesity

Competence

Professional Behavior:

Operates as an Evidence Based Practitioner

- Adopts an evidence based orientation to the design of assessments, interventions, service provision and other psychological activities

- Consults and reviews relevant research to inform practice

Makes Good Decisions

- Choose professionally and ethically appropriate courses of action in response to un predictable and complex events

COMPETENCE

Professional Behavior:

Reflects on Own Work

- Evaluates the efficacy of one's activities and service provision

- Reflects on and implements areas for improvement in one's practice

- Reflects on one's cultural attributes and values and their impact on one's practice

COMPETENCE

Professional Activities:

Sets Relevant Goals

- Establishes clear requirements for professional contributions through relevant forms of needs and analysis

Conducts Psychological Assessments and Evaluations

- Assesses and evaluates individuals, groups, organizations or situations

- Understands assessment or evaluation needs

- Selects, designs or develops appropriate assessments or evaluations

Competence

Professional Activities:

Conducts Psychological Assessments and Evaluations

- Conducts assessments or evaluations, including administration, scoring, interpretations, feedback, and application of results

Conducts Psychological Interventions

- Designs, develops and validates the appropriateness of psychological interventions

- Integrates assessment and other information with psychological knowledge to guide and develop psychological interventions

COMPETENCE

Professional Activities:

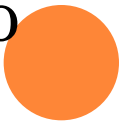**Conducts Psychological Interventions**

- Plans and carries out psychological interventions that are person or situation centered, direct or indirect

- Evaluates the effectiveness of interventions

- Uses evaluation results to review and revise interventions as necessary

- Provides guidance and advice on psychological matters to significant others..

Professional Activities:

Communicates effectively and appropriately with Clients and others

- Communicates to diverse audiences as necessary for the effective conduct and completion of one's professional activities

- Communicates effectively, both orally and in writing to diverse audiences as appropriate

- Provides relevant and clear feedback, reporting and guidance to clients and relevant others

- Provide information on psychological matters to relevant stakeholders.

LEVEL	6
KNOWLEDGE, SKILLS AND VALUES	Graduates at this level will have a broad and coherent knowledge and skills in their field of study for professional work and lifelong learning
APPLICATION	Application in professional work in a broad range of discipline and/or for further study
DEGREE OF INDEPENDENCE	Independent and /or in teams of related field
QUALIFICATION TYPE	**Baccalaureate Degree**

LEVEL	7
KNOWLEDGE, SKILLS AND VALUES	Graduates at this level will have advanced knowledge and skills in a specialized or multi-disciplinary field of study for professional practice, self-directed research and/or lifelong learning
APPLICATION	Applied in professional work that requires leadership and management in a specialized or multi-disciplinary professional work and/or research and/or for further study
DEGREE OF INDEPENDENCE	Independent and or in teams of multidisciplinary
QUALIFICATION TYPE	Post-Baccalaureate Program

LEVEL	8
KNOWLEDGE, SKILLS & VALUES	Graduates at this level have highly advanced systematic knowledge and skills in highly specialized and/or complex multidisciplinary field of learning for complex research and/or professional practice or for the advancement of learning
APPLICATION	Applied in highly specialized or complex multi-disciplinary field of professional work that requires innovation, and/or leadership and management and/or research in a specialized or multi-disciplinary field
DEGREE OF INDEPENDENCE	Independent and/or in teams of multi-disciplinary and more complex setting
QUALIFICATION TYPE	**Doctoral Degree and Post-Doctoral Programs**

Table of Specifications

LICENSURE BOARD EXAMINATION FOR PSYCHOLOGISTS

Subject	Weight	No. of Items
Counseling & Psychotherapy	25%	130
Adv. Psychological Assessment	30%	150
Advanced Theories of Personality	20%	100
Advanced Abnormal Psychology	25%	130

Advanced Abnormal Psychology		
OUTCOME	WEIGHT	NO. OF ITEMS
1. Make clinical diagnosis from a clinical profile, and/or assessment findings using the Diagnostic Statistical Manual of Mental Disorders (DSM IV-TR and DSM V) and the International Classification of Disorders (ICD-10)	30%	39
2. Explain abnormal behavior using the major theories (e.g. psychodynamics)	30%	39
3. Apply the various bio-socio-cultural perspectives, models and approaches in explaining the origin and development of psychopathology	20%	26
4. Contextualize diagnosis/ identification of abnormal behavior in different settings: school, court,	10%	

OUTCOME	WEIGHT	NO. OF ITEMS
1. **Apply the various psychological theories and approaches (Psychodynamic, Cognitive-Behavioral, Constructivist, Humanistic, Existential, Systemic) in dealing with concerns and common dysfunctions.**	20%	26
2. **Identify the most appropriate treatment approach to dealing with common dysfunctions presented in case briefs**	20%	26
3. **Apply the appropriate steps of counseling and psychotherapy across different schools of thought**	20%	26
4. **Evaluate the culture fit of different psychotherapy approaches and processes in the context of different settings.**	15%	19
5. **Identify problems and solutions to dealing with Person (therapist/ counselor) related issues (e.g. counter transference, compassion, fatigue etc) and other related issues (e.g. client- variables; situational /problem factors)**	15%	19