
COMPETENCY BENCHMARKS IN PROFESSIONAL PSYCHOLOGY
Readiness for Practicum Level Rating Form
Completed by Dr. XXX

Trainee Name:

Type of Review:

Mid-term review

Final Review

Other (please describe):

Dates of Training Experience this Review Covers:

I directly observed the student's work at least once during the evaluation period: Yes No

Training Level of Person Being Assessed: 4th year student

Year in Doctoral Program: 4

Rate each item below by responding to the following question using the scale below:

How characteristic of the trainee's behavior is this competency description?

Not at All/Slightly Somewhat Moderately Mostly Very
 0 1 2 3 4

*If you have not had the opportunity to observe a behavior in question, please indicate this by circling "No Opportunity to Observe" [N/O].

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professional Values and Attitudes: as evidenced in behavior and comporment that reflect the values and attitudes of psychology.						
1A. Integrity - Honesty, personal responsibility and adherence to professional values						
Understands professional values; honest, responsible	0	1	2	3	4	[N/O]
1B. Deportment						
Understands how to conduct oneself in a professional manner	0	1	2	3	4	[N/O]
1C. Accountability						
Accountable and reliable	0	1	2	3	4	[N/O]
1D. Concern for the Welfare of Others						
Demonstrates awareness of the need to uphold and protect the welfare of others	0	1	2	3	4	[N/O]
1E. Professional Identity						
Demonstrates beginning understanding of self as professional; "thinking like a psychologist"	0	1	2	3	4	[N/O]
2. Individual and Cultural Diversity: Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.						
2A. Self as Shaped by Individual and Cultural Diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and Context						
Demonstrates knowledge, awareness, and understanding of one's own dimensions of diversity and attitudes towards diverse others	0	1	2	3	4	[N/O]
2B. Others as Shaped by Individual and Cultural Diversity and Context						
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	0	1	2	3	4	[N/O]

Not at All/Slightly = 0 Somewhat = 1 Moderately = 2 Mostly = 3 Very = 4 No Opp. = [N/O]

2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	0	1	2	3	4	[N/O]
2D. Applications based on Individual and Cultural Context						
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to individual and cultural diversity (as defined by APA policy) as they apply to professional psychology. Understands the need to consider individual and cultural diversity issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	0	1	2	3	4	[N/O]
3. Ethical Legal Standards and Policy: Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines						
Demonstrates basic knowledge of the principles of the APA Ethical Principles and Code of Conduct [ethical practice and basic skills in ethical decision making]; demonstrates beginning level knowledge of legal and regulatory issues in the practice of psychology that apply to practice while placed at practicum setting	0	1	2	3	4	[N/O]
3B. Awareness and Application of Ethical Decision Making						
Demonstrates awareness of the importance of applying an ethical decision model to practice	0	1	2	3	4	[N/O]
3C. Ethical Conduct						
Displays ethical attitudes and values	0	1	2	3	4	[N/O]
4. Reflective Practice/Self-Assessment/Self-Care: Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.						
4A. Reflective Practice						
Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action)	0	1	2	3	4	[N/O]
4B. Self-Assessment						
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies	0	1	2	3	4	[N/O]
4C. Self-Care (attention to personal health and well-being to assure effective professional functioning)						
Understands the importance of self-care in effective practice; demonstrates knowledge of self-care methods; attends to self-care	0	1	2	3	4	[N/O]
4D. Participation in Supervision Process						
Demonstrates straightforward, truthful, and respectful communication in supervisory relationship	0	1	2	3	4	[N/O]

Not at All/Slightly = 0 Somewhat = 1 Moderately = 2 Mostly = 3 Very = 4 No Opp. = [N/O]

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.						
5A. Interpersonal Relationships						
Displays interpersonal skills	0	1	2	3	4	[N/O]
5B. Affective Skills						
Displays affective skills	0	1	2	3	4	[N/O]
5C. Expressive Skills						
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	0	1	2	3	4	[N/O]

III. SCIENCE

6. Scientific Knowledge and Methods: Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.						
6A. Scientific Mindedness						
Displays critical scientific thinking	0	1	2	3	4	[N/O]
6B. Scientific Foundation of Psychology						
Demonstrates understanding of psychology as a science	0	1	2	3	4	[N/O]
6C. Scientific Foundation of Professional Practice						
Understands the scientific foundation of professional practice	0	1	2	3	4	[N/O]
7. Research/Evaluation: Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.						
7A. Scientific Approach to Knowledge Generation						
Participates effectively in scientific endeavors when available	0	1	2	3	4	[N/O]

FUNCTIONAL COMPETENCIES

IV. APPLICATION

8. Evidence-Based Practice: Integration of research and clinical expertise in the context of patient factors.						
8A. Knowledge and Application of Evidence-Based Practice						
Demonstrates basic knowledge of scientific, theoretical, and contextual bases of assessment, intervention and other psychological applications; demonstrates basic knowledge of the value of evidence-based practice and its role in scientific psychology	0	1	2	3	4	[N/O]
9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
9A. Knowledge of Measurement and Psychometrics						
Demonstrates basic knowledge of the scientific, theoretical, and contextual basis of test construction and interviewing	0	1	2	3	4	[N/O]
9B. Knowledge of Assessment Methods						
Demonstrates basic knowledge of administration and scoring of traditional assessment measures, models and techniques, including clinical interviewing and mental status exam	0	1	2	3	4	[N/O]
9C. Application of Assessment Methods						
Demonstrates knowledge of measurement across domains of functioning and practice settings	0	1	2	3	4	[N/O]
9D. Diagnosis						
Demonstrates basic knowledge regarding the range of normal and abnormal behavior in the context of stages of human development and diversity	0	1	2	3	4	[N/O]
9E. Conceptualization and Recommendations						
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	0	1	2	3	4	[N/O]
9F. Communication of Assessment Findings						
Demonstrates awareness of models of report writing and progress notes	0	1	2	3	4	[N/O]
10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
10A. Intervention planning						
Displays basic understanding of the relationship between assessment and intervention	0	1	2	3	4	[N/O]
10B. Skills						
Displays basic helping skills	0	1	2	3	4	[N/O]
10C. Intervention Implementation						
Demonstrates basic knowledge of intervention strategies	0	1	2	3	4	[N/O]

Not at All/Slightly = 0 Somewhat = 1 Moderately = 2 Mostly = 3 Very = 4 No Opp. = [N/O]

10D. Progress Evaluation						
Demonstrates basic knowledge of the assessment of intervention progress and outcome	0	1	2	3	4	[N/O]

V. EDUCATION

11. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
11A. Expectations and Roles						
Demonstrates basic knowledge of expectations for supervision	0	1	2	3	4	[N/O]
11C. Skills Development						
Displays interpersonal skills of communication and openness to feedback	0	1	2	3	4	[N/O]

VI. SYSTEMS

12. Interdisciplinary Systems: Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.						
12A. Functioning in Multidisciplinary and Interdisciplinary Contexts						
Cooperates with others	0	1	2	3	4	[N/O]
12B. Respectful and Productive Relationships with Individuals from Other Professions						
Demonstrates awareness of the benefits of forming collaborative relationships with other professionals	0	1	2	3	4	[N/O]
13. Management-Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).						
13A. Administration						
Complies with regulations	0	1	2	3	4	[N/O]
14. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.						
14A. Empowerment						
Demonstrates awareness of social, political, economic and cultural factors that impact individuals, institutions and systems, in addition to other factors that may lead them to seek intervention	0	1	2	3	4	[N/O]
14B. Systems Change						
Understands the differences between individual and institutional level interventions and system's level change	0	1	2	3	4	[N/O]

Qualitative Student Feedback