

**Competency Benchmarks in Professional Psychology**  
**Readiness for Internship Level Rating Form**

Trainee Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 \_\_\_\_\_ First \_\_\_\_\_ Last

Trainee Year in Doctoral Program: \_\_\_\_\_ Rating Type: \_\_\_\_\_

Rater Name and highest degree: \_\_\_\_\_ Licensed Psychologist: \_\_\_\_\_ Yes \_\_\_\_\_ No

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

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

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

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

**Near the end of the rating form, you will have the opportunity to provide a narrative evaluation of the trainee’s current level of competence.**

**FOUNDATIONAL COMPETENCIES**

**I. PROFESSIONALISM**

<b>1. Professionalism:</b> as evidenced in behavior and comporment that reflect the values and attitudes of psychology.	
<b>1A. Integrity -</b> Honesty, personal responsibility and adherence to professional values	
Adherence to professional values infuses work as psychologist-in-training; recognizes situations that challenge adherence to professional values	
<b>1B. Deportment</b>	
Communication and physical conduct (including attire) is professionally appropriate, across different settings	
<b>1C. Accountability</b>	
Accepts responsibility for own actions	
<b>1D. Concern for the welfare of others</b>	
Acts to understand and safeguard the welfare of others	
<b>1E. Professional Identity</b>	
Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	

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

<b>2. Individual and Cultural Diversity:</b> 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.	
<b>2A. Self as Shaped by Individual and Cultural Diversity</b> (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) <b>and Context</b>	
Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	
<b>2B. Others as Shaped by Individual and Cultural Diversity and Context</b>	
Applies knowledge of others as cultural beings in assessment, treatment, and consultation	
<b>2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</b>	
Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	
<b>2D. Applications based on Individual and Cultural Context</b>	
Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	
<b>3. Ethical Legal Standards and Policy:</b> Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.	
<b>3A. Knowledge of Ethical, Legal and Professional Standards and Guidelines</b>	
Demonstrates intermediate level knowledge and understanding of the APA Ethical Principles and Code of Conduct and other relevant ethical/professional codes, standards and guidelines, laws, statutes, rules, and regulations	
<b>3B. Awareness and Application of Ethical Decision Making</b>	
Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	
<b>3C. Ethical Conduct</b>	
Integrates own moral principles/ethical values in professional conduct	
<b>4. Reflective Practice/Self-Assessment/Self-Care:</b> Practice conducted with personal and professional self-awareness and reflection; with awareness of competencies; with appropriate self-care.	
<b>4A. Reflective Practice</b>	
Displays broadened self-awareness; utilizes self-monitoring; displays reflectivity regarding professional practice (reflection-on-action); uses resources to enhance reflectivity; demonstrates elements of reflection-in-action	
<b>4B. Self-Assessment</b>	
Demonstrates broad, accurate self-assessment of competence; consistently monitors and evaluates practice activities; works to recognize limits of knowledge/skills, and to seek means to enhance knowledge/skills	
<b>4C. Self-Care</b> (attention to personal health and well-being to assure effective professional functioning )	
Monitors issues related to self-care with supervisor; understands the central role of self-care to effective practice	
<b>4D. Participation in Supervision Process</b>	
Effectively participates in supervision	

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

## II. RELATIONAL

<b>5. Relationships:</b> Relate effectively and meaningfully with individuals, groups, and/or communities.	
<b>5A. Interpersonal Relationships</b>	
Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	
<b>5B. Affective Skills</b>	
Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	
<b>5C. Expressive Skills</b>	
Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	

## III. SCIENCE

<b>6. Scientific Knowledge and Methods:</b> 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.	
<b>6A. Scientific Mindedness</b>	
Values and applies scientific methods to professional practice	
<b>6B. Scientific Foundation of Psychology</b>	
Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	
<b>6C. Scientific Foundation of Professional Practice</b>	
Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	
<b>7. Research/Evaluation:</b> Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities.	
<b>7A. Scientific Approach to Knowledge Generation</b>	
Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	
<b>7B. Application of Scientific Method to Practice</b>	
Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	

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

## **FUNCTIONAL COMPETENCIES**

### **IV. APPLICATION**

<b>8. Evidence-Based Practice:</b> Integration of research and clinical expertise in the context of patient factors.	
<b>8A. Knowledge and Application of Evidence-Based Practice</b>	
Applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences	
<b>9. Assessment:</b> Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.	
<b>9A. Knowledge of Measurement and Psychometrics</b>	
Selects assessment measures with attention to issues of reliability and validity	
<b>9B. Knowledge of Assessment Methods</b>	
Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances	
<b>9C. Application of Assessment Methods</b>	
Selects appropriate assessment measures to answer diagnostic question	
<b>9D. Diagnosis</b>	
Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	
<b>9E. Conceptualization and Recommendations</b>	
Utilizes systematic approaches of gathering data to inform clinical decision-making	
<b>9F. Communication of Assessment Findings</b>	
Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client	
<b>10. Intervention:</b> Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.	
<b>10A. Intervention planning</b>	
Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	
<b>10B. Skills</b>	
Displays clinical skills	
<b>10C. Intervention Implementation</b>	
Implements evidence-based interventions	
<b>10D. Progress Evaluation</b>	
Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	

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

<b>11. Consultation:</b> The ability to provide expert guidance or professional assistance in response to a client's needs or goals.	
<b>11A. Role of Consultant</b>	
Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)	
<b>11B. Addressing Referral Question</b>	
Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	
<b>11C. Communication of Consultation Findings</b>	
Identifies literature and knowledge about process of informing consultee of assessment findings	
<b>11D. Application of Consultation Methods</b>	
Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	

## V. EDUCATION

<b>12. Teaching:</b> Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.	
<b>12A. Knowledge</b>	
Demonstrates awareness of theories of learning and how they impact teaching	
<b>12B. Skills</b>	
Demonstrates knowledge of application of teaching methods	
<b>13. Supervision:</b> Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.	
<b>13A. Expectations and Roles</b>	
Demonstrates knowledge of, purpose for, and roles in supervision	
<b>13B. Processes and Procedures</b>	
Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	
<b>13C. Skills Development</b>	
Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	
<b>13D. Supervisory Practices</b>	
Provides helpful supervisory input in peer and group supervision	

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

## VI. SYSTEMS

<b>14. Interdisciplinary Systems:</b> Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.	
<b>14A. Knowledge of the Shared and Distinctive Contributions of Other Professions</b>	
Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals	
<b>14B. Functioning in Multidisciplinary and Interdisciplinary Contexts</b>	
Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	
<b>14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes</b>	
Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals	
<b>14D. Respectful and Productive Relationships with Individuals from Other Professions</b>	
Develops and maintains collaborative relationships and respect for other professionals	
<b>15. Management-Administration:</b> Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).	
<b>15A. Appraisal of Management and Leadership</b>	
Forms autonomous judgment of organization's management and leadership	
<b>15B. Management</b>	
Demonstrates awareness of roles of management in organizations	
<b>15C. Administration</b>	
Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures	
<b>16. Advocacy:</b> Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.	
<b>16A. Empowerment</b>	
Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision	
<b>16B. Systems Change</b>	
Promotes change to enhance the functioning of individuals	

**Overall Assessment of Trainee's Current Level of Competence**

Please provide a brief narrative summary of your overall impression of this trainee's current level of competence. In your narrative, please be sure to address the following questions:

- What are the trainee's particular strengths and weaknesses?
- Do you believe that the trainee has reached the level of competence expected for internship readiness?
- Is the trainee ready to apply for internship?

\_\_\_\_\_  
**Signature of Student**

**Date** \_\_\_\_\_

\_\_\_\_\_  
**Signature of Mentor or Clinical Supervisor**

**Date** \_\_\_\_\_