

INTERPERSONAL PROFESSIONAL RELATIONSHIPS COMPETENCY Mid-Second Year Rating Form

Trainee Name: _____ Date: _____

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?

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 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 interpersonal competence.

Interpersonal Professional Relationships - Establishes, develops, and maintains effective interpersonal, professional relationships with clients ¹ , supervisors, supervisees, faculty, peers, support staff, allied professionals, organizations, and communities (e.g., effective working alliances/therapeutic relationships with clients, supervisory relationships that foster the growth and development of supervisees and facilitate client progress)	
1. Empathy, Compassion, & Desire to be Helpful	
Expresses desire to help others	
Demonstrates compassion (awareness of suffering and the wish to relieve it) for others who are similar to oneself	
Demonstrates empathic listening, behavior, and attitude Examples: accurately reflects others’ feelings	
2. Experience & Use of Affect	
Demonstrates awareness of inner emotional experience Examples: notices and expresses feelings	
Demonstrates emotional maturity Examples: demonstrates comfort with range of emotions; affect does not overwhelm judgment; resiliency around distressing affect	
3. Tolerates Affect	
Demonstrates general capacity for affect tolerance, including effectively managing own affect Examples: demonstrates comfort with others’ affect; measured vs. impulsive reaction to own feelings; manages stress	
Tolerates ambiguity and uncertainty Examples: is flexible when things don’t go according to plan	

¹ “Clients” refers to individuals, couples, families, and/or groups

4. Effective Boundary Management	
Demonstrates understanding of appropriate boundaries and displays general ability to manage boundaries Examples: recognizes differences between personal and professional relationships; differentiates session content in the context of one's own interests and the client's therapeutic interests	
5. Recognizes Effects of Self on Others	
Demonstrates sensitivity to the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others Examples: understands aspects of self that affect others, such as facial expressions or posture; understands that others may perceive self differently and interpersonal interactions are shaped by own and others' identities; sensitive to the effects of self on others; examines interactions for effects of self on others	
6. Respectful Interactions with Others [Across Difference]	
Shows honesty and integrity; values ethical behavior Examples: follows through on commitments; shows care in speaking about confidential client material; shows respect for whole client; does not label client pejoratively; is respectful and considerate in interactions with support staff	
Respects and shows interest in others' cultures, experiences, values, points of view, goals, desires, fears, etc. even when inconsistent with personal and/or professional beliefs, experiences, values, models, etc. Examples: actively participates in course discussions about diversity issues and welcomes others' perspectives; develops better understanding of others' perspectives; able to modify own beliefs/biases	
Interactions reflect basic knowledge of literatures on individual and cultural difference, such as racial identity, acculturation, and historical legacies of racial/ethnic minorities in the United States	
7. Demonstrates Effective Interpersonal Skills in Challenging Situations	
Open-minded Examples: acknowledges others' opinions; articulates more than one perspective in discussions; maintains a broad belief system; statements reflect acceptance of diversity of opinions or beliefs	
Tolerates interpersonal conflict Examples: maintains engagement during interpersonal conflict; able to process interpersonal conflict; is not confrontational or dismissive in discussions with others who have differing opinions	
Addresses problematic interpersonal situations using verbal and nonverbal skills Examples: verbally acknowledges and engages in discussion of disagreements with colleagues and instructors; does not deny or minimize problematic situation when raised; tolerates discussion of problematic situation without overly hostile or defensive stance; generates possible resolution strategies or ways to handle problematic encounters	
8. Open to Providing & Receiving Feedback	
Demonstrates willingness to admit errors Examples: pursues correction of errors rather than shifting focus to errors of others; acknowledges mistakes forthrightly	
Listens to and acknowledges feedback from others Examples: acknowledges potential challenges and ways to overcome challenges; does not demonstrate non-verbal rejection such as changing subjects or giving a cursory acknowledgement; attentive to others' ideas and perspectives on own ideas and work; open to feedback	
9. Cooperation & Collaboration	
Demonstrates ability to cooperate with others Examples: works effectively with peers in group projects; contributes to group discussion; shares own work; sees the goals and outcomes of group tasks as accomplishments of the group rather than self accomplishments; adopts a group identity in working tasks rather than an individual identity	

10. Expressive Skills	
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills Examples: written work is organized, easy to understand, and conveys the main points; shares opinions with others using language that others can understand; non-verbal behavior is consistent with verbal communications	
11. Awareness of & Commitment to Interpersonal Competence	
Demonstrates knowledge and clear understanding of interpersonal competencies that are expected in the field Examples: reviews Benchmarks document	
Demonstrates general awareness of own level of interpersonal professional competence Examples: self ratings generally congruent with ratings by instructors and supervisors	

Overall Assessment of Trainee’s Current Level of Interpersonal Competence

Please provide a brief narrative summary of your overall impression of this trainee’s current level of interpersonal 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 interpersonal competence expected for external practicum?
- Is the trainee ready to apply for external practicum?

Signature of Student

Date _____

Signature of Mentor

Date _____