

Evaluation of Intern

Competency Benchmarks in Professional Psychology Readiness for Entry to Practice Level Rating Form



[Subject Name]
[Subject Status]
[Evaluation Dates]
[Subject Rotation]

Evaluator

[Evaluator Name]
[Evaluator Status]

[View with page breaks](#)

General

Name of Rotation:

Remaining Characters: 5,000

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= 0

Somewhat= 1

Moderately= 2

Mostly= 3

Very= 4

N/O= "No Opportunity to Observe"

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.

Type of Review

Initial Review Mid-placement review Final Review Other (please describe)



Comments

Remaining Characters: 5,000

I: PROFESSIONALISM: as evidenced in behavior and comportment that reflects the values and attitudes of psychology.

1A: Integrity- Honesty, personal responsibility and adherence to professional values.

Monitors and independently resolves situations that challenge professional values and integrity:



1B: Deportment

Conducts self in a professional manner across settings and situations:



1C: Accountability

Independently accepts personal responsibility across settings and contexts:



1D: Concern for the welfare of others

Independently acts to safeguard the welfare of others:



1E: Professional Identity

Displays consolidation of professional identity as a psychologist; demonstrates knowledge about issues central to the field; integrates science and practice:



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 Shaped by Individual and Cultural Diveristy (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**

Independently monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation:



2B: Others as Shaped by Individual and Cultural Diversity and Context

Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation:



2C: Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context

Independently monitors and applies knowledge of diversity in others as cultural beings in assessment, treatment, and consultation:

0	1	2	3	4	N/O
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2D: Applications based on Individual and Cultural Context

Applies Knowledge, skills, and attitudes regarding dimensions of diversity to professional work:

0	1	2	3	4	N/O
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 advanced knowledge and application of the APA Ethical Principles and Code of Conduct and other relevant ethical, legal and professional standards and guidelines:

0	1	2	3	4	N/O
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3B: Awareness and Application of Ethical Decision Making

Independently utilizes an ethical decision-making model in professional work:

0	1	2	3	4	N/O
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3C: Ethical Conduct

Independently integrates ethical and legal standards with all competencies:

0	1	2	3	4	N/O
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Demonstrates reflectivity in context of professional practice (reflection-in-action); acts upon reflection; uses self as a therapeutic tool:

0	1	2	3	4	N/O
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4B: Self-Assessment

Accurately self-assesses competence in all competency domains; integrates self-assessment in practice; recognizes limits of knowledge/skills and acts to address them; has extended plan to enhance knowledge/skills:

0	1	2	3	4	N/O
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4C: Self-Care (attention to personal health and well-being to assure effective professional functioning)

6C: Scientific Foundation of Professional Practice

Independently applies knowledge and understanding of scientific foundations to practice:

0	1	2	3	4	N/O
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Generates knowledge:

0	1	2	3	4	N/O
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7B: Application of Scientific Method to Practice

Applies scientific methods of evaluating practices, interventions, and programs.

0	1	2	3	4	N/O
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Independently applies knowledge of evidence-based practice, including empirical bases of assessment, intervention, and other psychological applications, clinical expertise, and client preferences:

0	1	2	3	4	N/O
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Assessment: *Assessment and diagnosis of problems, capabilities, and issues associated with individuals, groups, and/or organizations.*

9A: Knowledge of Measurement and Psychometrics

Independently selects and implements multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups and context:

0	1	2	3	4	N/O
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9B: Knowledge of Assessment Methods

Independently understands the strengths and limitations of diagnostic approaches and interpretation of results from multiple measures for diagnosis and treatment planning:

0	1	2	3	4	N/O
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9C: Application of Assessment Methods

Independently selects and administers a variety of assessment tools and integrates results to accurately evaluate presenting

question appropriate to the practice site and broad area of practice:

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N/O
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9D: Diagnosis

Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity:

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9E: Conceptualization and Recommendations

Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment:

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9F: Communication of Assessment Findings

Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner:

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N/O
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10. Intervention: *Intervention designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.*

10A: Intervention Planning

Independently plans interventions; case conceptualizations and intervention plans are specific to case and context:

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10B: Skills

Displays clinical skills with a wide variety of clients and uses good judgment even in unexpected or difficult situations:

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10C: Intervention Implementation

Implements interventions with fidelity:

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10D: Progress Evaluation

Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures:

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N/O
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11. Consultation: *The ability to provide expert guidance or professional assistance in response to a client's needs or goals.*

11A: Role of Consultant

Determines situations that require different role functions and shifts roles accordingly to meet referral needs:

0 1 2 3 4 N/O

11B: Addressing Referral Question

Demonstrates knowledge of and ability to select appropriate and contextually sensitive means of assessment/data gathering that answers consultation referral question

0 1 2 3 4 N/O

11C: Communication of Consultation Findings

Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations

0 1 2 3 4 N/O

11D: Application of Consultation Methods

Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases

0 1 2 3 4 N/O

V. EDUCATION

12. Teaching: *Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.*

12A: Knowledge

Demonstrates knowledge of didactic learning strategies and how to accommodate developmental and individual differences

0 1 2 3 4 N/O

12B: Skills

Applies teaching methods in multiple settings

0 1 2 3 4 N/O

13. Supervision: *Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.*

13A: Expectations and Roles

Understands the ethical, legal, and contextual issues of the supervisor role

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13B: Processes and Procedures

Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise

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13C: Skills Development

Engages in professional reflection about one's clinical relationships with supervisees, as well as supervisees' relationships with their clients

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13D: Supervisory Practices

Provides effective supervised supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting

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VI. SYSTEMS

14. Interdisciplinary Systems: Knowledge of Key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.

14A: Knowledge of Shared and Distinctive Contributions of Other Professions

Demonstrates awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates intermediate level knowledge of common and distinctive roles of other professionals

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14B: Functioning in Multidisciplinary and Interdisciplinary Contexts

Demonstrates beginning, basic knowledge of and ability to display the skills that support effective interdisciplinary team functioning

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14C: Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes

Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals

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14D: Respectful and Productive Relationships with Individuals from Other Professions

Develops and maintains collaborative relationships over time despite differences

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15. Management Administration: Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).

15A: Appraisal of Management and Leadership

Develops and offers constructive criticism and suggestions regarding management and leadership of organization

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15B: Management

Participates in management of direct delivery of professional services; responds appropriately in management hierarchy

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N/O
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15C: Administration

Demonstrates emerging ability to participate in administration of service delivery program

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N/O
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15D: Leadership

Participates in system change and management structure

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16. Advocacy: Actions targeting the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.

16A: Empowerment

Intervenes with client to promote action on factors impacting development and functioning

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16B: Systems Change

Promotes change at the level of institutions, community, or society

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N/O
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General

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?

Remaining Characters: 5,000

Do you believe that the trainee has reached the level of competence expected by the program at this point in training?

Remaining Characters: 5,000

If applicable, is the trainee ready to move to the next level of training, or independent practice?

Remaining Characters: 5,000

Close Window