

**Advanced Practicum Rating Form
University of Iowa Counseling Psychology Program**

Competency Benchmarks in Professional Psychology – American Psychological Association
[\(<http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx>\)](http://www.apa.org/ed/graduate/benchmarks-evaluation-system.aspx)

Trainee Name:

Name of Placement:

Name of Person Completing Form:
(please include credential and/or highest degree earned)

Licensed Psychologist: Yes No

Was this trainee supervised by individuals also under your supervision? (If yes, please identify)

Yes No

Type of Review:

Initial review

Mid-placement review

Final review

Other (please describe)

Dates of Training Experience this Review Covers:

Year in Doctoral Program of Trainee Being Assessed:

Date Evaluation Completed:

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

A score of 3 represents the **expected trainee competence** at their current stage of training.

Please provide an explanation for any rating of 2 or below.

If you have not had the opportunity to observe a behavior in question, please indicate this by choosing:

[N/O] ("No Opportunity to Observe").

FOUNDATIONAL COMPETENCIES

I. PROFESSIONALISM

1. Professionalism: as evidenced in behavior and comportment that reflect the values and attitudes of psychology.						
1A. Integrity - 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	0	1	2	3	4	[N/O]
1B. Deportment						
Communication and physical conduct (including attire) is professionally appropriate, across different settings	0	1	2	3	4	[N/O]
1C. Accountability						
Accepts responsibility for own actions	0	1	2	3	4	[N/O]
1D. Concern for the welfare of others						
Acts to understand and safeguard the welfare of others	0	1	2	3	4	[N/O]
1E. Professional Identity						
Displays emerging professional identity as psychologist; uses resources (e.g., supervision, literature) for professional development	0	1	2	3	4	[N/O]
Supervisor Comments:						
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						
Monitors and applies knowledge of self as a cultural being in assessment, treatment, and consultation	0	1	2	3	4	[N/O]

2B. Others as Shaped by Individual and Cultural Diversity and Context						
Applies knowledge of others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
2C. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context						
Applies knowledge of the role of culture in interactions in assessment, treatment, and consultation of diverse others	0	1	2	3	4	[N/O]
2D. Applications based on Individual and Cultural Context						
Applies knowledge, sensitivity, and understanding regarding ICD issues to work effectively with diverse others in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
Supervisor comments:						
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 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	0	1	2	3	4	[N/O]
3B. Awareness and Application of Ethical Decision Making						
Demonstrates knowledge and application of an ethical decision-making model; applies relevant elements of ethical decision making to a dilemma	0	1	2	3	4	[N/O]
3C. Ethical Conduct						
Integrates own moral principles/ethical values in professional conduct	0	1	2	3	4	[N/O]
Supervisor comments:						

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 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	0	1	2	3	4	[N/O]
4B. Self-Assessment						
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	0	1	2	3	4	[N/O]
4C. Self-Care (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	0	1	2	3	4	[N/O]
4D. Participation in Supervision Process						
Effectively participates in supervision	0	1	2	3	4	[N/O]
Supervisor comments:						

II. RELATIONAL

5. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.						
5A. Interpersonal Relationships						
Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors and professionals from other disciplines	0	1	2	3	4	[N/O]
5B. Affective Skills						
Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	0	1	2	3	4	[N/O]
5C. Expressive Skills						
Communicates clearly using verbal, nonverbal, and written skills in a professional context; demonstrates clear understanding and use of professional language	0	1	2	3	4	[N/O]
Supervisor comments:						

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						
Values and applies scientific methods to professional practice	0	1	2	3	4	[N/O]
6B. Scientific Foundation of Psychology						
Demonstrates intermediate level knowledge of core science (i.e., scientific bases of behavior)	0	1	2	3	4	[N/O]
6C. Scientific Foundation of Professional Practice						
Demonstrates knowledge, understanding, and application of the concept of evidence-based practice	0	1	2	3	4	[N/O]
Supervisor comments:						
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						
Demonstrates development of skills and habits in seeking, applying, and evaluating theoretical and research knowledge relevant to the practice of psychology	0	1	2	3	4	[N/O]
7B. Application of Scientific Method to Practice						
Demonstrates knowledge of application of scientific methods to evaluating practices, interventions, and programs	0	1	2	3	4	[N/O]
Supervisor comments:						

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						
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]
Supervisor comments:						
9. Assessment: Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
9A. Knowledge of Measurement and Psychometrics						
Selects assessment measures with attention to issues of reliability and validity	0	1	2	3	4	[N/O]
9B. Knowledge of Assessment Methods						
Demonstrates awareness of the strengths and limitations of administration, scoring and interpretation of traditional assessment measures as well as related technological advances	0	1	2	3	4	[N/O]
9C. Application of Assessment Methods						
Selects appropriate assessment measures to answer diagnostic question	0	1	2	3	4	[N/O]
9D. Diagnosis						
Applies concepts of normal/abnormal behavior to case formulation and diagnosis in the context of stages of human development and diversity	0	1	2	3	4	[N/O]
9E. Conceptualization and Recommendations						
Utilizes systematic approaches of gathering data to inform clinical decision-making	0	1	2	3	4	[N/O]
9F. Communication of Assessment Findings						
Writes adequate assessment reports and progress notes and communicates assessment findings verbally to client	0	1	2	3	4	[N/O]
Supervisor comments:						

10. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.						
10A. Intervention planning						
Formulates and conceptualizes cases and plans interventions utilizing at least one consistent theoretical orientation	0	1	2	3	4	[N/O]
10B. Skills						
Displays clinical skills	0	1	2	3	4	[N/O]
10C. Intervention Implementation						
Implements evidence-based interventions	0	1	2	3	4	[N/O]
10D. Progress Evaluation						
Evaluates treatment progress and modifies treatment planning as indicated, utilizing established outcome measures	0	1	2	3	4	[N/O]
Supervisor comments:						
11. Consultation: The ability to provide expert guidance or professional assistance in response to a client's needs or goals.						
11A. Role of Consultant						
Demonstrates knowledge of the consultant's role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)	0	1	2	3	4	[N/O]
11B. Addressing Referral Question						
Demonstrates knowledge of and ability to select appropriate means of assessment to answer referral questions	0	1	2	3	4	[N/O]
11C. Communication of Consultation Findings						
Identifies literature and knowledge about process of informing consultee of assessment findings	0	1	2	3	4	[N/O]
11D. Application of Consultation Methods						
Identifies literature relevant to consultation methods (assessment and intervention) within systems, clients, or settings	0	1	2	3	4	[N/O]
Supervisor comments:						

V. EDUCATION

12. Teaching: Providing instruction, disseminating knowledge, and evaluating acquisition of knowledge and skill in professional psychology.						
12A. Knowledge						
Demonstrates awareness of theories of learning and how they impact teaching	0	1	2	3	4	[N/O]
12B. Skills						
Demonstrates knowledge of application of teaching methods	0	1	2	3	4	[N/O]
Supervisor comments:						
13. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.						
13A. Expectations and Roles						
Demonstrates knowledge of, purpose for, and roles in supervision	0	1	2	3	4	[N/O]
13B. Processes and Procedures						
Identifies and tracks progress achieving the goals and tasks of supervision; demonstrates basic knowledge of supervision models and practices	0	1	2	3	4	[N/O]
13C. Skills Development						
Demonstrates knowledge of the supervision literature and how clinicians develop to be skilled professionals	0	1	2	3	4	[N/O]
13D. Supervisory Practices						
Provides helpful supervisory input in peer and group supervision	0	1	2	3	4	[N/O]
Supervisor comments:						

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 the Shared and Distinctive Contributions of Other Professions						
Demonstrates beginning, basic knowledge of the viewpoints and contributions of other professions/professionals	0	1	2	3	4	[N/O]
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts						
Demonstrates beginning knowledge of strategies that promote interdisciplinary collaboration vs. multidisciplinary functioning	0	1	2	3	4	[N/O]
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes						
Demonstrates knowledge of how participating in interdisciplinary collaboration/consultation can be directed toward shared goals	0	1	2	3	4	[N/O]
14D. Respectful and Productive Relationships with Individuals from Other Professions						
Develops and maintains collaborative relationships and respect for other professionals	0	1	2	3	4	[N/O]
Supervisor comments:						
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						
Forms autonomous judgment of organization's management and leadership	0	1	2	3	4	[N/O]
15B. Management						
Demonstrates awareness of roles of management in organizations	0	1	2	3	4	[N/O]
15C. Administration						
Demonstrates knowledge of and ability to effectively function within professional settings and organizations, including compliance with policies and procedures	0	1	2	3	4	[N/O]
Supervisor comments:						

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						
Uses awareness of the social, political, economic or cultural factors that may impact human development in the context of service provision	0	1	2	3	4	[N/O]
16B. Systems Change						
Promotes change to enhance the functioning of individuals	0	1	2	3	4	[N/O]
Supervisor comments:						

Overall Assessment of Trainee’s Current Level of Competence

If additional descriptive context is needed to assess the trainee’s competence, please provide additional comments below. (optional)

What are the trainee’s particular strengths and areas of growth?

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

Yes No – Please specify below

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

Yes No

Supervisee's Comments:

Supervisor's signature

Date

Supervisee's signature

Date

Supervisor of Record's signature

Date