

**Beginning 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>)**

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?

Competence is severely lacking	Significant concerns being addressed	Some concerns being addressed	Competence is developmentally appropriate	Competence exceeds developmental expectation
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

<b>A. Professional Values and Attitudes:</b> as evidenced in behavior and comporment that reflect the values and attitudes of psychology.						
<b>1. Integrity - Honesty, personal responsibility and adherence to professional values</b>						
Understands professional values; honest, responsible	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Demonstrates honesty, even in difficult situations</li> <li>• Takes responsibility for own actions</li> <li>• Demonstrates ethical behavior and basic knowledge of APA Ethical Principles and Code of Conduct</li> </ul>						
<b>2. Deportment</b>						
Understands how to conduct oneself in a professional manner	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Demonstrates appropriate personal hygiene and attire</li> <li>• Distinguishes between appropriate and inappropriate language and demeanor in professional contexts</li> </ul>						
<b>3. Accountability</b>						
Accountable and reliable	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Turns in assignments and completes documentation in accordance with established deadlines</li> <li>• Demonstrates personal organization skills</li> <li>• Plans and organizes own workload</li> <li>• Follows policies and procedures of institution</li> <li>• Follows through on commitments</li> </ul>						
Accepts responsibility for own actions	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Accepts responsibility for meeting deadlines</li> <li>• Available when "on-call"</li> <li>• Acknowledges errors</li> <li>• Utilizes supervision to strengthen effectiveness of practice</li> </ul>						
<b>4. Concern for the Welfare of Others</b>						
Demonstrates awareness of the need to uphold and protect the welfare of others	0	1	2	3	4	[N/O]
Acts to understand and safeguard the welfare of others	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Displays respect in interpersonal interactions with others including those from divergent perspectives or backgrounds</li> <li>• Determines when response to client needs takes precedence over personal needs</li> </ul>						

<b>5. Professional Identity</b>						
Demonstrates beginning understanding of self as professional; “thinking like a psychologist”	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of the program and profession (training model, core competencies)</li> <li>• Demonstrates knowledge about practicing within one’s competence</li> </ul>						
<b>IA. Comments About Trainee’s Professional Values and Attitudes</b>						
<p><b>B. Individual and Cultural Diversity (ICD):</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 the UCS definition. Diversity can be broadly defined to include cultural, individual, and role differences including, but not limited to, those based on race, ethnicity, age, sexual orientation, relational status, religion, spirituality, language, nationality, citizenship status, social class, economic status, veteran status, disability and ability, gender identity and expression, body type and size, as well as diverse ideas, values, and lifestyles.</p>						
<b>1. Self as Shaped by Context and Individual and Cultural Diversity</b>						
Demonstrates knowledge, awareness, and understanding of one’s own dimensions of diversity and attitudes towards diverse others	0	1	2	3	4	[N/O]
Applies knowledge of others as cultural beings in assessment, treatment, and consultation	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Demonstrates understanding that others may have multiple cultural identities</li> <li>• Initiates supervision about diversity issues with others</li> </ul>						
<b>2. Others as Shaped by Individual and Cultural Diversity and Context</b>						
Demonstrates knowledge, awareness, and understanding of other individuals as cultural beings	0	1	2	3	4	[N/O]
<b>3. Interaction of Self and Others as Shaped by Individual and Cultural Diversity and Context</b>						
Demonstrates knowledge, awareness, and understanding of interactions between self and diverse others	0	1	2	3	4	[N/O]
<b>4. Applications based on Individual and Cultural Context</b>						
Demonstrates basic knowledge of and sensitivity to the scientific, theoretical, and contextual issues related to ICD as they apply to professional psychology. Understands the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues)	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Illustrates awareness in case notes</li> </ul>						
<b>IB. Comments About Trainee’s Multicultural Competence</b>						

<b>C. Ethical Legal Standards and Policy:</b> Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.						
<b>1. Knowledge of Ethical, Legal and Professional Standards and Guidelines</b>						
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]
<ul style="list-style-type: none"> <li>• Demonstrates beginning knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent</li> <li>• Identifies key documents/policies that guide the practice of psychology (e.g., APA Ethical Principles and Code of Conduct)</li> </ul>						
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]
<ul style="list-style-type: none"> <li>• Identifies ethical dilemmas effectively</li> <li>• Actively consults with supervisor to act upon ethical and legal aspects of practice</li> <li>• Addresses ethical and legal aspects within the case conceptualization</li> <li>• Discusses ethical implications of professional work</li> <li>• Recognizes and discusses limits of own ethical and legal knowledge</li> <li>• Demonstrates intermediate knowledge of typical legal issues, including child and elder abuse reporting, confidentiality, and informed consent</li> </ul>						
<b>2. Awareness and Application of Ethical Decision Making</b>						
Demonstrates awareness of the importance of applying an ethical decision model to practice	0	1	2	3	4	[N/O]
<b>3. Ethical Conduct</b>						
Displays ethical attitudes and values	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Evidences desire to help others</li> <li>• Shows honesty and integrity; values ethical behavior</li> <li>• Demonstrates personal courage consistent with ethical values of psychologists</li> <li>• Displays appropriate boundary management</li> </ul>						
<b>IC. Comments About Trainee's Ethical and Legal Standards and Policy</b>						
<b>D. 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>1. Reflective Practice</b>						
Displays basic mindfulness and self-awareness; displays basic reflectivity regarding professional practice (reflection-on-action)	0	1	2	3	4	[N/O]

• considering own personal concerns and issues							
• recognizing impact of self on others							
• articulating attitudes, values, and beliefs toward diverse others							
• self-identifying multiple individual and cultural identities							
• systematically reviewing own professional performance with supervisors/teachers							
<b>2. Self-Assessment</b>							
Demonstrates knowledge of core competencies; engages in initial self-assessment re: competencies	0	1	2	3	4		[N/O]
• Self-assessment comes close to congruence with assessment by peers and supervisors							
• Identifies areas requiring further professional growth							
• Writes a personal statement of professional goals							
• Identifies learning objectives for overall training plan							
• Systemically and effectively reviews own professional performance via videotape or other technology							
<b>3. Self-Care (attention to personal health and well-being to assure effective professional functioning)</b>							
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]
<b>4. Participation in Supervision Process</b>							
Demonstrates straightforward, accurate, and respectful communication in supervisory relationship	0	1	2	3	4		[N/O]
• Demonstrates willingness to admit errors and accept feedback							
• Acknowledges supervisor's differing viewpoints in supervision							
Effectively participates in supervision	0	1	2	3	4		[N/O]
• Seeks supervision to improve performance; presents work for feedback, and integrates feedback into performance							
• Initiates discussion with supervisor of own reaction to client/patients in session							
• Seeks supervisor's perspective on client progress							
<b>ID. Comments About Trainee's Reflective Practice</b>							

## II. RELATIONAL

### A. Relationships: Relate effectively and meaningfully with individuals, groups, and/or communities.

#### 1. Interpersonal Relationships

Displays interpersonal skills in service of maintaining productive and respectful relationships with clients, peers/colleagues, supervisors	0	1	2	3	4		[N/O]
• Listens and is empathic with others							

<ul style="list-style-type: none"> <li>• Respects and shows interest in others' cultures, experiences, values, points of view, goals and desires, fears, etc.</li> </ul>						
<ul style="list-style-type: none"> <li>• Demonstrates interpersonal skills verbally and non-verbally</li> </ul>						
<ul style="list-style-type: none"> <li>• Works cooperatively and collaboratively with peers</li> </ul>						
<ul style="list-style-type: none"> <li>• Listens to and acknowledges feedback from others</li> </ul>						
Negotiates differences and handles conflict satisfactorily; provides effective feedback to others and receives feedback nondefensively	0	1	2	<b>3</b>	4	[N/O]
<ul style="list-style-type: none"> <li>• Acknowledges own role in difficult interactions</li> </ul>						
<ul style="list-style-type: none"> <li>• Seeks clarification in challenging interpersonal communications</li> </ul>						
<ul style="list-style-type: none"> <li>• Demonstrates understanding of diverse viewpoints in challenging interactions</li> </ul>						
<ul style="list-style-type: none"> <li>• Provides feedback to supervisor regarding supervisory process</li> </ul>						
<ul style="list-style-type: none"> <li>• Provides feedback to peers regarding peers' clinical work in context of group supervision or case conference</li> </ul>						
<ul style="list-style-type: none"> <li>• Accepts and implements supervisory feedback nondefensively</li> </ul>						
<b>2. Affective Skills</b>						
Displays affective skills and emotional maturity	0	1	2	<b>3</b>	4	[N/O]
<ul style="list-style-type: none"> <li>• Notices and expresses feelings</li> </ul>						
<ul style="list-style-type: none"> <li>• Demonstrates awareness of inner emotional experience</li> </ul>						
<ul style="list-style-type: none"> <li>• Demonstrates emotional maturity</li> </ul>						
<ul style="list-style-type: none"> <li>• Demonstrates affect tolerance</li> </ul>						
<ul style="list-style-type: none"> <li>• Demonstrates comfort with a range of emotions</li> </ul>						
<ul style="list-style-type: none"> <li>• Affect does not overwhelm judgment</li> </ul>						
<b>3. Expressive Skills</b>						
Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills	0	1	2	<b>3</b>	4	[N/O]
<ul style="list-style-type: none"> <li>• Written work is organized, easy to understand, and conveys the main points</li> </ul>						
<ul style="list-style-type: none"> <li>• Shares opinions with others using language that others can understand</li> </ul>						
<ul style="list-style-type: none"> <li>• Non-verbal behavior is consistent with verbal communications</li> </ul>						
<b>IIA. Comments About Trainee's Professional Relationships</b>						

### III. SCIENCE

<b>A. 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>1. Scientific Mindedness</b>						
Displays critical scientific thinking	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Questions assumptions of knowledge</li> </ul>						
<ul style="list-style-type: none"> <li>• Presents own work for the scrutiny of others</li> </ul>						
<ul style="list-style-type: none"> <li>• Formulates appropriate questions regarding case conceptualization</li> </ul>						
<b>2. Scientific Foundation of Psychology</b>						
Demonstrates understanding of psychology as a science	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Demonstrates understanding of core scientific conceptualizations of human behavior</li> </ul>						
<ul style="list-style-type: none"> <li>• Demonstrates basic knowledge of the breadth of scientific psychology</li> </ul>						
<ul style="list-style-type: none"> <li>• Cites scientific literature to support an argument when appropriate</li> </ul>						
<ul style="list-style-type: none"> <li>• Evaluates scholarly literature on a topic as needed</li> </ul>						
<b>III.A. Comments About Trainee's Scientific Knowledge</b>						

### FUNCTIONAL COMPETENCIES

#### IV. APPLICATION

<b>A. Evidence-Based Practice:</b> Integration of research and clinical expertise in the context of patient factors.						
<b>1. Knowledge and Application of Evidence-Based Practice</b>						
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]
<b>B. Assessment:</b> Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.						
<b>1. Diagnosis</b>						
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]

<b>2. Conceptualization and Recommendations</b>						
Demonstrates basic knowledge of formulating diagnosis and case conceptualization	0	1	2	3	4	[N/O]
<b>3. Communication of Assessment Findings</b>						
Demonstrates awareness of models of report writing and progress notes	0	1	2	3	4	[N/O]
<b>C. Intervention: Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.</b>						
<b>1. Intervention planning</b>						
Displays basic understanding of the relationship between assessment and intervention	0	1	2	3	4	[N/O]
<b>2. Helping Skills</b>						
Displays basic helping skills	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Demonstrates helping skills, such as empathic listening, framing problems</li> <li>• Uses non-verbal communication such as eye-contact and body positioning with clients to convey interest and concern</li> </ul>						
Displays clinical skills	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Develops rapport with clients</li> <li>• Develops therapeutic relationships</li> <li>• Demonstrates appropriate judgment about when to consult supervisor</li> </ul>						
<b>3. Intervention Implementation</b>						
Demonstrates basic knowledge of intervention strategies	0	1	2	3	4	[N/O]
<b>4. Progress Evaluation</b>						
Demonstrates basic knowledge of the assessment of intervention progress and outcome	0	1	2	3	4	[N/O]
<b>Comments about Trainee's Knowledge of and Application of Evidence-based Practice</b>						

## V. EDUCATION

<b>A. Supervision: Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.</b>						
<b>1. Expectations and Roles</b>						
Demonstrates basic knowledge of expectations for supervision	0	1	2	3	4	[N/O]
Demonstrates knowledge of, purpose for, and roles in supervision	0	1	2	3	4	[N/O]
<ul style="list-style-type: none"> <li>• Demonstrates understanding of supervisor and supervisee roles in relation to client</li> <li>• Demonstrates understanding of vicarious liability of the supervisor</li> </ul>						



2. Skills Development						
Displays interpersonal skills of communication and openness to feedback	0	1	2	3	4	[N/O]
Provides helpful supervisory input in peer and group supervision	0	1	2	3	4	[N/O]
<b>Comments About Trainee's Response to Training</b>						

## VI. SYSTEMS

<b>A. Interdisciplinary Systems:</b> Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.						
1. Functioning in Multidisciplinary and Interdisciplinary Contexts						
Cooperates with others	0	1	2	3	4	[N/O]
2. 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]
<b>B. Management-Administration:</b> Manage the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).						
1. Administration						
Complies with regulations	0	1	2	3	4	[N/O]
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]
<b>C. 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.						
1. 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]
2. Systems Change						
Understands the differences between individual and institutional level interventions and system's level change	0	1	2	3	4	[N/O]
Comments About Trainee's Systems Awareness						

**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:**

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Supervisor's signature

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Date

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Supervisee's signature

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Date

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Supervisor of Record's signature

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Date