

**PROFESSIONALISM COMPETENCY BENCHMARK
EVALUATION FORM (REVISED 4.23.2010)**

Criteria for Evaluation:

- 4: Excellent, outstanding**
- Nuanced understanding of own strengths and weaknesses in the domain
 - Concrete, specific, and relevant examples given that are clearly linked to the specific competency involved
 - Growth plan is attainable but challenging; contains specific and well-articulated ideas for future professional development
 - Writing/documentation is error-free in all regards
- 3: Good—competent, solid answers with basic information**
- Basic understanding of own strengths and weaknesses in the domain
 - Some specific and relevant examples that are related to the competency involved, but links are not articulated or examples lack specificity
 - Growth plan is attainable but vague; only general ideas for future professional development
 - Writing/documentation is predominantly error-free
- 2: Marginal—weak or low in quality**
- Understanding of own strengths and weaknesses appears limited. Unable to articulate what s/he does and does not do well across domains; undifferentiated.
 - Few relevant examples that are linked to the competency involved, and specifics are not articulated; examples may be inaccurately applied (failure to understand the domain)
 - Growth plan is not likely to be attained (grandiose) or demonstrates low expectations for professional development; few challenges or appears to be an attempt to get by with as little as possible
 - Writing/documentation has notable and repeated errors, poor organization
- 1: Unsatisfactory**
- Understanding of own strengths and weaknesses is inaccurate based on previous data obtained in the course of the student's program (e.g. annual evaluations, coursework, interpersonal interactions). Little or no evidence of self-awareness and limited capacity to self-assess.
 - Can not produce relevant examples to support domains and/or examples are inaccurately applied to domains, indicating a lack of understanding of the basic concepts involved.
 - Growth plan appears to be largely unrealistic and/or unarticulated.
 - Writing/documentation lacks overall coherence and readability to an extent that readers can not derive meaning from the work.

Instructions for Reviewers: Space is provided for comments that should be used to help ground ratings. Qualitative feedback will be provided by consensus. Students will not be supplied with individual faculty rating forms; rather one form will be generated by consensus from the reading team, composed of half the Core Faculty in Counseling Psychology for each student.

SUMMARY of SCORES

Student: _____

Faculty Reviewers: _____

NARRATIVE (PAPER) SECTION

Indicate overall score by calculating as follows:

1. _____ x. (.80) = _____ Competencies
2. _____ x. (.10) = _____ Integration
3. _____ x. (.10) = _____ Documentation/ APA Style/Clarity/ Grammar/Organization

Weighted Average: _____

ORAL SECTION

Average: _____

SUMMARY

Both sections must be passed with a 3.0 or higher. If either section is below 3.0, an individualized Competency-Based Remediation Plan will be created.

- _____ Professionalism Benchmark Passed (1st time)
- _____ Professionalism Benchmark Failed (1st time) and student placed on Remediation
- _____ Professionalism Benchmark Passed (2nd time)
- _____ Professionalism Benchmark Failed (2nd time); student dismissed from program.

NARRATIVE (PAPER) COMPETENCIES SUMMARY (80%)

Average: _____

Evaluate Student Description of Strengths, Weaknesses, Growth Plan, and Examples

Reflective Practice//Self-Care & Self Assessment//Professionalism

1 2 3 4

-Integrity	- Concern for Others' Welfare	-Deporment	
-Accountability	-Professional Identity	-Able to self-assess	-Self Care

Scientific Mindedness

1 2 3 4

-able to think scientifically	-critical thinking.
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Interpersonal Skills // Affective Skills // Expressive Skills

1 2 3 4

-Interpersonal Skills	-Affective Skills	-Expressive Skills
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ICD - Self Awareness // ICD Applied Knowledge

1 2 3 4

-Self	-Others	-Interactions	- Applications
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Legal-Ethical Knowledge // Ethical Conduct

1 2 3 4

- Knowledge of standards and guidelines
- Awareness and application of ethical decision-making models
- Ethical attitudes & values evident in conduct.

ADDITIONAL NARRATIVE (PAPER) EVALUATION DIMENSIONS

_____ 2. Integration (10%)

1 2 3 4

- Synthesis of competency areas
- Understanding of interaction between competency areas
- Answer integrated into a meaningful whole
- Inferences and conclusions are logical and reasonable

_____ 3. Documentation, APA Style, Clarity, Grammar & Organization (10%)

1 2 3 4

- Ability to document arguments/positions using relevant literature citations
- Reflect depth/breadth of understanding of critical research findings and theory
- APA formatting (i.e., using proper margins, page numbers/headers, citations)
- Ability to respond to question with a minimum of circularity or redundancy
- Overall organization
- APA Language Usage (i.e., non-heterosexual, non-sexist, diversity-affirmative)

ORAL EVALUATION FORM

Average Score:_____

Name of Student: _____ **Oral Team:** _____

Indicate to what extent the student demonstrated behaviors in the following domains. Space for comments is provided. The rating system is parallel to that of the narrative, minus the writing criteria. Students must obtain an average score of 3.0 or higher to pass the oral evaluation.

Reflective Practice//Self-Care & Self Assessment//Professionalism **1 2 3 4**

Scientific Mindedness **1 2 3 4**

Interpersonal Skills // Affective Skills // Expressive Skills **1 2 3 4**

ICD - Self Awareness // ICD Applied Knowledge **1 2 3 4**

Legal-Ethical Knowledge // Ethical Conduct **1 2 3 4**