

**INTERPERSONAL PROFESSIONAL RELATIONSHIPS  
COMPETENCY BENCHMARKS FOR  
CLINICAL MENTAL HEALTH COUNSELING PROFESSIONAL**

**Rating Form**

Trainee Name: \_\_\_\_\_ Date Evaluation Completed: \_\_\_\_\_

Name of Placement: \_\_\_\_\_

Name of Person Completing Form (please include highest degree earned):  
\_\_\_\_\_

Licensed:  LPC  
 LPCC  
 LP  
 LMFT  
 LICSW  
 Other: \_\_\_\_\_

Was this trainee supervised by individuals also under your supervision?  Yes  No

Type of Review:  
 Initial Review     Mid-placement Review     Final Review     Other (please describe): \_\_\_\_\_

Dates of Training Experience this Review Covers: \_\_\_\_\_

Training Level of Person Being Assessed: \_\_\_\_\_

Semester in CMHC Master's Program: \_\_\_\_\_

Intern: \_\_\_\_\_

Select the column corresponding to the training level of the person being assessed. Rate items in that column 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 circling “No Opportunity to Observe” [N/O].

<b>Interpersonal Professional Relationships</b> - Establishes, develops, and maintains effective interpersonal, professional relationships with clients <sup>1</sup> , 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)					
<b>READINESS FOR PRACTICUM</b>		<b>READINESS FOR INTERNSHIP</b>		<b>READINESS FOR ENTRY TO PRACTICE</b>	
<b>1. Empathy, Compassion, &amp; Desire to be Helpful</b>					
<b>Expresses desire to help others</b> <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> [N/O]		<b>Demonstrates accurate empathy for feelings that are overtly expressed by others, in a manner that furthers the goals of professional activities</b>  Examples: empathy promotes a positive therapeutic relationship; clients express feeling supported  <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> [N/O]		<b>Demonstrates accurate empathy for feelings that are covertly expressed by others or are outside the awareness of others, as well as in complex, challenging and/or novel situations</b>  <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> [N/O]	
<b>Demonstrates compassion (awareness of suffering and the wish to relieve it) for others who are similar to oneself</b>  <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> [N/O]		<b>Demonstrates compassion for others who are dissimilar from oneself</b>  <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> [N/O]		<b>Demonstrates compassion for others who are dissimilar from oneself, who express negative affect (e.g., hostility), and/or who seek care for proscribed behavior, such as violence, predation, or dangerousness</b>  <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> [N/O]	
<b>Demonstrates empathic listening, behavior, and attitude</b>  Examples: accurately reflects others’ feelings  <input type="checkbox"/> 0 <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> [N/O]					

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

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READINESS FOR PRACTICUM		READINESS FOR INTERNSHIP		READINESS FOR ENTRY TO PRACTICE	
<b>2. Experience &amp; Use of Affect</b>					
<p><b>Demonstrates awareness of inner emotional experience</b></p> <p>Examples: notices and expresses feelings</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>		<p><b>Attends to own emotional reactions/clinical intuition in interpersonal relationships</b></p> <p>Examples: uses emotional reactions/clinical intuition to guide actions in interpersonal relationships in routine practice and professional relationships</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>		<p><b>Uses good clinical judgment regarding how to use affective reactions effectively in complex, challenging and/or novel situations</b></p> <p>Examples: uses affective reactions in the service of resolving disagreements or fostering growth in others</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>	
<p><b>Demonstrates emotional maturity</b></p> <p>Examples: demonstrates comfort with range of emotions; affect does not overwhelm judgment; resiliency around distressing affect</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>					
<b>3. Tolerates Affect</b>					
<p><b>Demonstrates general capacity for affect tolerance, including effectively managing own affect</b></p> <p>Examples: demonstrates comfort with others' affect; measured vs. impulsive reaction to own feelings; manages stress</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>		<p><b>Demonstrates affect tolerance in professional relationships, contexts, and settings</b></p> <p>Examples: maintains affective equilibrium and focus on therapeutic task in face of client distress</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>		<p><b>Demonstrates affect tolerance in professional relationships, contexts, and settings, even in complex, challenging, ambiguous and/or novel situations</b></p> <p>Examples: tolerates patient's feelings, attitudes, and wishes, particularly as they are expressed toward the therapist, so as to maintain and/or promote therapeutic dialogue; allows, enables, and facilitates the patient's exploration and expression of affectively difficult issues; works flexibly with patients' intense affects which could destabilize the therapeutic relationship</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>	
<p><b>Tolerates ambiguity and uncertainty</b></p> <p>Examples: is flexible when things don't go according to plan</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>					

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<b>4. Effective Boundary Management</b>					
<p><b>Demonstrates understanding of appropriate boundaries and displays general ability to manage boundaries</b></p> <p>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</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>		<p><b>Demonstrates appropriate use of self-disclosure</b></p> <p>Examples: uses self-disclosure as a technique in treatment, shares countertransference reactions with supervisor, shares personal experiences regarding diversity issues with supervisors and peers in the service of group learning</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>			<p><b>Demonstrates appropriate and effective boundary management in complex, challenging, and or novel situations with others</b></p> <p>Examples: maintains professional demeanor with clients who test the limits; proactively understands multiple roles of self and others and the boundary implications</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>
		<p><b>Establishes and maintains appropriate professional boundaries</b></p> <p>Examples: begins and ends treatment sessions on time; establishes expectations regarding fee payment and addresses nonpayment with clients; establishes clear role expectations for client; can identify and appropriately respond to questions from clients, including typical conversational questions and intrusive questions</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>			
<b>5. Recognizes Effects of Self on Others</b>					
<p><b>Demonstrates sensitivity to the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others</b></p> <p>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</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>		<p><b>Demonstrates awareness of the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and contexts</b></p> <p>Examples: seeks feedback on ways that behaviors may affect others; considers how one's gender and race affect professional relationships; understands that own identities and nonverbal behavior have an effect on others in professional contexts and understands how that may influence therapy and supervision</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>			<p><b>Monitors and evaluates the effects of own identities, behaviors, affects, attitudes, values, and beliefs on others in professional situations and contexts, and responds accordingly so as to further professional goals</b></p> <p>Examples: uses effects of behavior as part of immediacy in therapy and supervision; sensitive to the potential effects of own identities in professional situations and anticipates potential conflicts due to those effects; open to supervisor's feedback about these issues</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>

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READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>6. Respectful Interactions with Others [Across Difference]</b>		
<p><b>Shows honesty and integrity; values ethical behavior</b></p> <p>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</p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p> <p><b>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.</b></p> <p>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</p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p> <p><b>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</b></p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p>	<p><b>Demonstrates respectful, open engagement with diverse others (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 demonstrates adaptation to context</b></p> <p>Examples: seeks supervision for how to adapt treatment approach based on diversity considerations; demonstrates awareness of conflicting identities for clients and works to adapt treatment approaches flexibly</p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p>	<p><b>Adapts professional behavior in a manner that is sensitive and appropriate to the needs of diverse others</b></p> <p>Examples: adapts treatment approach based on diversity considerations; demonstrates flexibility as various identities are more or less salient for clients</p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p>

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READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>7. Demonstrates Effective Interpersonal Skills in Challenging Situations</b>		
<p><b>Open-minded</b></p> <p>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</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p> <p><b>Tolerates interpersonal conflict</b></p> <p>Examples: maintains engagement during interpersonal conflict; able to process interpersonal conflict; is not confrontational or dismissive in discussions with others who have differing opinions</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p> <p><b>Addresses problematic interpersonal situations using verbal and nonverbal skills</b></p> <p>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</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>	<p><b>Actively addresses problematic interpersonal situations using verbal and nonverbal skills</b></p> <p>Examples: addresses and works with patients to resolve strains or ruptures in the therapeutic alliance; initiates discussion regarding disagreements with colleagues or supervisors and does so in a timely manner; efforts to resolve disagreements do not escalate negative affect among the parties involved; effectively articulates differences and possible options to resolve; seeks guidance from appropriate persons</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p> <p><b>Seeks clarification in challenging interpersonal communications</b></p> <p>Examples: uses active listening and reflection</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p> <p><b>Acknowledges own role in difficult interactions</b></p> <p>Examples: makes self-statements reflecting on behavior</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p> <p><b>Demonstrates understanding of different viewpoints in challenging interactions</b></p> <p>Examples: actively and accurately reflects others' perspectives</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>	<p><b>Effectively negotiates conflictual, difficult, and complex professional relationships including those with individuals and groups that differ significantly from oneself</b></p> <p>Examples: actively seeks others' opinions; generates constructive solutions even when others are defensive; initiates resolution strategies across a variety of settings; modulates approach to context rather than using the same skills across situations; knows how to consult about the process of a problematic interaction as opposed to just the content of the interaction</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>

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READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<b>8. Open to Providing &amp; Receiving Feedback</b>		
<p><b>Demonstrates willingness to admit errors</b></p> <p>Examples: pursues correction of errors rather than shifting focus to errors of others; acknowledges mistakes forthrightly</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p> <p><b>Listens to and acknowledges feedback from others</b></p> <p>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</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>	<p><b>Accepts and implements feedback from others in a non-defensive manner</b></p> <p>Examples: pursues understanding feedback and learning how to implement successfully rather than suggesting ways the feedback isn't compatible with one's stance or other reasons feedback won't work; listens to suggestions from supervisor and adapts professional behavior in accord with supervisory feedback; welcomes feedback graciously</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p> <p><b>Provides feedback to others in an empathic, supportive, non-critical fashion</b></p> <p>Examples: provides feedback to supervisor regarding supervisory process; provides thoughtful, helpful feedback to colleagues in case disposition meetings regarding case conceptualization and clinical technique; provides effective feedback to clients regarding outcome of assessment</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>	<p><b>Evaluates, negotiates, and implements feedback from others</b></p> <p>Examples: engages supervisor in discussion of technique choice; raises questions and concerns about supervision and supervisor's approach as needed; acknowledges value of feedback even if incompatible with one's own views and discusses reasons for incompatibility non-defensively</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>
<b>9. Cooperation &amp; Collaboration</b>		
<p><b>Demonstrates ability to cooperate with others</b></p> <p>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</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>	<p><b>Consults with and collaborates with others</b></p> <p>Examples: evaluates need for and engages in consultation with allied professionals in the service of clients; intervenes with external systems on behalf of clients; shares personal reactions, details, and concerns about clinical interactions with supervisor in an honest and full way</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>	<p><b>Collaborates effectively in complex, challenging, and/or novel situations and with others who have diverse perspectives; displays confidence in what one has to offer in collaboration with others</b></p> <p>Examples: effectively relates to other professionals in accordance with their unique patient care roles; maintains own position when appropriate while acknowledging the value of others' positions and initiates mutually accepting resolutions</p> <p><input type="checkbox"/>0   <input type="checkbox"/>1   <input type="checkbox"/>2   <input type="checkbox"/>3   <input type="checkbox"/>4   <input type="checkbox"/>[N/O]</p>

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READINESS FOR PRACTICUM	READINESS FOR INTERNSHIP	READINESS FOR ENTRY TO PRACTICE
<p><b>10. Expressive Skills</b></p> <p><b>Communicates ideas, feelings, and information clearly using verbal, nonverbal, and written skills</b></p> <p>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</p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p>	<p><b>Communicates clearly using verbal, nonverbal, and written skills in a professional context</b></p> <p>Examples: communication is understandable, consistent across expressive modalities; prepares clearly written assessment reports; presents clinical process to supervisor in a succinct, organized, well-summarized way; provides verbal feedback to client regarding assessment and diagnosis using language the client can understand; presents clear, appropriately detailed clinical material</p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p> <p><b>Demonstrates clear understanding and use of professional language</b></p> <p>Examples: uses professional terms and concepts appropriately and clearly in discussions, case reports, etc.; understands terms and concepts used in professional texts and in others' case reports</p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p>	<p><b>Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated, and demonstrate thorough grasp of professional language and concepts</b></p> <p>Examples: uses appropriate professional language when dialoguing with other healthcare providers; prepares sophisticated and compelling case reports; treatment summaries are concise, yet comprehensive</p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p>



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<b>11. Awareness of &amp; Commitment to Interpersonal Competence</b>		
<p><b>Demonstrates knowledge and clear understanding of interpersonal competencies that are expected in the field</b></p> <p>Examples: reviews Benchmarks document</p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p> <p><b>Demonstrates general awareness of own level of interpersonal professional competence</b></p> <p>Examples: self ratings generally congruent with ratings by instructors and supervisors</p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p>	<p><b>Uses available resources to improve and extend interpersonal skills</b></p> <p>Examples: attends and participates in training seminars designed to develop and enhance interpersonal skills; requests and implements feedback from supervisors regarding interpersonal demeanor and language use</p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p>	<p><b>Demonstrates clear awareness of own level of interpersonal professional competence and limitations</b></p> <p>Examples: demonstrates congruence between self ratings and ratings by supervisors; knowledge of strengths and weaknesses in interpersonal abilities</p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p> <p><b>Demonstrates commitment to ongoing growth and development of interpersonal professional competence</b></p> <p>Examples: actively participates in competency evaluation process and discussions regarding competencies</p> <p><input type="checkbox"/>0    <input type="checkbox"/>1    <input type="checkbox"/>2    <input type="checkbox"/>3    <input type="checkbox"/>4    <input type="checkbox"/>[N/O]</p>