



COLORADO

Department of
Regulatory Agencies

Division of Professions and Occupations

PSYCHOLOGIST REFLECTIVE SELF-ASSESSMENT TOOL (RSAT)

Name				
	Last	First	PSY License #	Date

This form is an optional reflective practice tool that identifies the foundational knowledge areas of the psychology profession by one's professional role. It will not be viewed or used by DORA. Retain a copy for your reference.

Use this form to assist you in creating professional development objectives and a Learning Plan that you will complete during the renewal period. The information in this self-assessment tool is based upon the American Psychological Association's (APA) 2011 [Revised Competency Benchmarks for Professional Psychology](#).

According to the APA Benchmarks Model, core competencies and essential components are listed below. Rate yourself and use your scores from this assessment to assist you in forming professional development objectives. Then, create a Learning Plan that you will complete during the renewal period to accomplish these objectives.

Respond to each section with an answer ranging from 0 to 3. If 0 is entered for either A or B, a 0 must also be entered for the corresponding column. Scores will indicate the strengths and weaknesses for each core competency. Scores are obtained by subtracting column B from column A (A - B = Score). Enter values to both columns A and B to reflect a valid score. As you answer the questions, think through your current roles and how each applies to your practice. Examples of roles include:

- A. Direct Service Provider – Any licensed person who works directly with a client i.e., therapist, evaluator, consultant, case manager, etc.
- B. Administrator/Manager – Any licensed person who is responsible for the management of the operations of a behavioral health service organization or related activities.
- C. Educator/Trainer – Any licensed person with responsibility for developing, managing or delivering education and training.
- D. Researcher – Any licensed person who conducts research, program evaluation or quality assurance activities; collects, analyzes, summarizes, and reports data; creates and disseminates clinical information within the behavioral health field (evidence based practices, outcomes, data collection, analyses).
- E. Clinical Supervisor – Any licensed person who is responsible for the professional development of practitioners and the quality of care they provide (mentor, leader, teacher, role model and consultant).

A. Current Skill Level:	B. Importance to your current or planned practice:	C. Score Interpretation:
0 - Not applicable (must enter 0 for both A and B) 1 - Weak Skills 2 - Satisfactory Skills 3 - Strong Skills	0 - Not applicable (must enter 0 for both A and B) 1 - Less Important 2 - Fairly Important 3 - Very Important	-2 - highest need for improvement -1 - moderate need for improvement 0 - not applicable or not important for improvement 1 - some improvement needed 2 - low importance for improvement

(A. Current Skill Level) – (B. Importance to your planned or current practice) = C. Score	A	B	C
1. Professional Values and Attitudes – as evidenced in behavior and comportsment that reflect the values and attitudes of psychology.			
1A. Integrity – Monitors and independently resolves situations that challenge professional values and integrity			
1B. Department – Conducts self in a professional manner across settings and situations			
1C. Accountability – Independently accepts personal responsibility across settings and contexts			

(A. Current Skill Level) – (B. Importance to your planned or current practice) = C. Score	A	B	C
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 as Shaped by Individual and Cultural Diversity – 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 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			
2D. Applications based on Individual and Cultural Context – Applies knowledge, skills, and attitudes regarding dimensions of diversity to professional work			
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			
3B. Awareness and Application of Ethical Decision Making - Independently utilizes an ethical decision-making model in professional work			
3C. Ethical Conduct - Independently integrates ethical and legal standards with all competencies			
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 both during and after professional activity; acts upon reflection; uses self as a therapeutic tool			
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			
4C. Self-Care - Self-monitors issues related to self-care and promptly intervenes when disruptions occur			
4D. Participation in Supervision Process – Independently seeks supervision when needed			
5. Relationships - Relate effectively and meaningfully with individuals, groups, and/or communities.			
5A. Interpersonal Relationships - Develops and maintains effective relationships with a wide range of clients, colleagues, organizations and communities			
5B. Affective Skills – Manages difficult communication; possesses advanced interpersonal skills			
5C. Expressive Skills – Verbal, nonverbal, and written communications are informative, articulate, succinct, sophisticated, and well-integrated; demonstrate thorough grasp of professional language and concepts			
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 – Independently applies scientific methods to practice			
6B. Scientific Foundation of Psychology – Demonstrates advanced level knowledge of core science (i.e., scientific bases of behavior)			
6C. Scientific Foundation of Professional Practice - Independently applies knowledge and understanding of scientific foundations independently applied to practice			
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			

(A. Current Skill Level) – (B. Importance to your planned or current practice) = C. Score	A	B	C
7B. Application of Scientific Method to Practice – Applies scientific methods of evaluating practices, interventions, and programs			
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			
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			
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			
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			
9D. Diagnosis - Utilizes case formulation and diagnosis for intervention planning in the context of stages of human development and diversity			
9E. Conceptualization and Recommendations – Independently and accurately conceptualizes the multiple dimensions of the case based on the results of assessment			
9F. Communication of Assessment Findings – Communicates results in written and verbal form clearly, constructively, and accurately in a conceptually appropriate manner			
10. Intervention - Interventions 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			
10B. Skills – Displays clinical skills with a wide variety of clients and uses good judgement even in unexpected or difficult situations			
10C. Intervention Implementation – Implements interventions with fidelity to empirical models and flexibility to adapt where appropriate			
10D. Progress Evaluation – Independently evaluates treatment progress and modifies planning as indicated, even in the absence of established outcome measures			
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			
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			
11C. Communication of Consultation Findings – Applies knowledge to provide effective assessment feedback and to articulate appropriate recommendations			
11D. Applications of Consultation Methods – Applies literature to provide effective consultative services (assessment and intervention) in most routine and some complex cases			
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			
12B. Skills – Applies teaching methods in multiple settings			

(A. Current Skill Level) – (B. Importance to your planned or current practice) = C. Score	A	B	C
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 roles			
13B. Processes and Procedures – Demonstrates knowledge of supervision models and practices; demonstrates knowledge of and effectively addresses limits of competency to supervise			
13C. Skills Development – Engages in professional reflection about one’s clinical relationships with supervisees, as well as supervisees’ relationships with their clients			
13D. Supervisory Practices – Provides effective supervision to less advanced students, peers, or other service providers in typical cases appropriate to the service setting			
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 awareness of multiple and differing worldviews, roles, professional standards, and contributions across contexts and systems; demonstrates knowledge of common and distinctive roles of other professionals			
14B. Functioning in Multidisciplinary and Interdisciplinary Contexts – Demonstrates knowledge of and ability to display the skills that support effective interdisciplinary team functioning			
14C. Understands how Participation in Interdisciplinary Collaboration/Consultation Enhances Outcomes – Participates in and initiates interdisciplinary collaboration/consultation directed toward shared goals			
14D. Respectful and Productive Relationships with Individuals from Other Professions – Develops and maintains collaborative relationships over time despite differences			
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			
15B. Management – Participates in management of direct delivery of professional services; responds appropriately in management hierarchy			
15C. Administration – Demonstrates ability to participate in administration of clinical programs			
15D. Leadership – Participates in system change and management structure			
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			
16B. Systems Change – Promotes change at the level of institutions, community, or society			
17. Regulatory Knowledge			
17A. Rules and regulations - Demonstrates awareness of applicable regulations and statutory requirements, e.g., HIPAA, Colorado Mental Health Practice Act 12-43-101 C.R.S., Title 19 Children’s Code, Healthcare Professions Profile Program (HPPP), etc.			
17B. Mandatory reporting - Demonstrates awareness of conditions and incidents requiring mandatory reporting, e.g., child/domestic/elder abuse, harm to self, harm to others, etc.			

Professional Development Objectives

Percentages are derived from responses on this self-assessment. Lower percentages represent areas with the most opportunity for growth and learning. A percentage of 0% indicates an area that is not applicable/no need for improvement.

Professional Values and Attitudes	
Individual and Cultural Diversity	
Ethical Legal Standards	
Reflective Practice / Self-Assessment / Self-Care	
Relationships	
Scientific Knowledge and Methods	
Research/Evaluation	
Evidence-Based Practice	
Assessment	
Intervention	
Consultation	
Teaching	
Supervision	
Interdisciplinary Systems	
Management-Administration	
Advocacy	
Regulatory Knowledge	

Use the space below to form your professional development objectives and to plan your Professional Development Activities (PDA) for achieving your Learning Plan.