

**APPALACHIAN STATE UNIVERSITY – CLINICAL PSYCHOLOGY DOCTORAL PROGRAM  
STUDENT EVALUATION FORM**

<b>Student Name:</b>	<b>Class (Year of entry):</b>	<b>Academic Year:</b>
<b>Program Mentor:</b>	<b>Practicum supervisors last Fall/Spring:</b>	
<b>Evaluator Name:</b>	<b>GA/TA supervisors (if applicable):</b>	
<b>Standing in Program:</b> Good    Warning    On Probation	<b>Time period covered for evaluation:</b>	
<input type="checkbox"/> Master’s thesis proposed    (Date: _____) <input type="checkbox"/> Master’s thesis defended    (Date: _____) <input type="checkbox"/> Preliminary exam passed    (Date: _____) <input type="checkbox"/> Scholarly product disseminated    (Date: _____) <input type="checkbox"/> Dissertation proposed    (Date: _____) <input type="checkbox"/> All coursework completed    (Date: _____) <input type="checkbox"/> Internship placement    (Date: _____)	<b>Flags and Quick Facts</b>	
	<input type="checkbox"/> Any grades of C or below <input type="checkbox"/> GPA below 3.0	<input type="checkbox"/> GPA for evaluation period <input type="checkbox"/> Cumulative GPA

<b>PROFESSIONALISM, ETHICS AND RELATIONAL COMPETENCIES</b>	<b>PERFORMANCE</b>				
1. Professional Behavior: Demonstrates Integrity, Demonstrates Professional Conduct and Interpersonal Skills, Attends clinical brownbag and departmental colloquia, behavior and dress are appropriate, engagement in service to department or the field  <b>1 = Insufficient participation in departmental activities, inappropriate professional behavior or dress</b> <b>2 = active participant in departmental activities, appropriate professional behavior and dress</b> <b>3 = active participant in departmental activities, appropriate professional behavior and dress, has presented at brownbag or done notable departmental service</b> <b>4 = active participant in departmental activities, appropriate professional behavior and dress, has engaged in professional activity in the field such as being a student representative to a national group, reviewing conference abstracts, etc.</b> <b>5 = active participant in departmental activities, appropriate professional behavior and dress, has obtained a leadership position in a national organization</b>  <b>EXPECTATION: Rising 2<sup>nd</sup> years expected at 2, Rising 3<sup>rd</sup> years expected at 3, 4<sup>th</sup> years and beyond expected at 4</b>  <b>COMMENTS:</b>	1	2	3	4	5

<p>2. Ethical Decision Making and Conduct: Responsible, reliable, and ethical in all aspects of training. Knowledgeable about ethical/legal standards and guidelines, and engages in ethical decision-making. Sensitive to and responsive to issues of diversity. Also includes preparation for and responsiveness to feedback from mentors.</p> <p><b>1 = Insufficient (e.g. ethical violations, other documented egregious unprofessional behavior)</b>  <b>2 = No egregious violations but some deficits in responsibility or accountability</b>  <b>3 = No deficits in professional behavior, responsible, reliable and accountable</b>  <b>4 = Demonstrates good ethical decision making, seeks consultation, clearly adopts professional values of psychology</b>  <b>5 = Nuanced and/or sophisticated independent ethical decision making, cultural/contextual considerations, displays professionalism across multiple contexts</b></p> <p><b>EXPECTATION: Rising 2<sup>nd</sup> years expected at 3, Rising 3<sup>rd</sup> years and above expected at 4</b></p>	1	2	3	4	5
<p>3. Accountability and reliability, self-awareness and reflective practice, self-care</p> <p><b>1 = Unacceptable (e.g. several times unreliable or unaccountable, inadequate self-care resulting in incapacity),</b>  <b>2 = No egregious violations but some deficits in self-care, self-awareness, responsibility, or accountability</b>  <b>3 = No deficits in professional behavior, good self-care, responsible, reliable and accountable;</b>  <b>4 = In addition to good accountability, reliability and self-care, good self-awareness of own strengths and deficits, seeks consultation or supervision as needed</b>  <b>5 = Exceptional reliability and accountability. Strong sense of awareness and seeks consultation or supervision as needed</b></p> <p><b>EXPECTATION: Rising 2<sup>nd</sup> years expected at 3, Rising 3<sup>rd</sup> years and above expected at 4</b></p>	1	2	3	4	5
<p>4. Performance in funding role (i.e. graduate assistantship, teaching assistantship, research assistantship, instructor of record, funded practica experience).</p> <p><b>1 = Unacceptable (e.g. several times unreliable or unaccountable, makes significant errors or notable deficits in judgment),</b>  <b>2 = No egregious violations but some deficits in performance</b>  <b>3 = No deficits in performance noted, reliable and accountable, has completed all tasks as requested/assigned on time and acceptably.</b>  <b>4 = Notable performance in assistantship work, regularly goes above and beyond (or meets all expectations in a very demanding role)</b>  <b>5 = Exceptional commitment to assistantship work, goes well above and beyond, active commitment to TA Nation, has taken on a leadership role and actively helps other graduate students</b></p> <p><b>EXPECTATION: Rising 2<sup>nd</sup> years and beyond expected at 3</b></p>	1	2	3	4	5
<p><b>Qualitative Feedback (basis for ratings):</b></p>					
<p><b>Commendations:</b></p>					
<p><b>Recommendations:</b></p>					

CLASS PARTICIPATION AND PERFORMANCE		PERFORMANCE (Circle one)				
1.	Grades in classes during the evaluation period <b>1 = C in 2 courses, or below a C in any course, 2 = A grade of C in any course, 3 = 3.0 – 3.49 GPA, 4 = 3.50 – 3.74 GPA, 5 = 3.75 or higher GPA</b>  <b>EXPECTATION: expected at 3</b>	1	2	3	4	5
2.	Class Participation <b>1 = no class participation, 2 = minimal class participation, 3 = adequate class participation, 4 = good class participation; 5 = very strong class participation</b>  <b>EXPECTATION: Rising 2<sup>nd</sup> year expected at 3, Rising 3<sup>rd</sup> year and beyond expected at 4 or above</b>	1	2	3	4	5
3.	Writing Skills  <b>1 = Writing is a significant weakness and requires intervention</b> <b>2 = Writing is a weakness and may require an intervention</b> <b>3 = Writing is acceptable but requires significant revision</b> <b>4 = Writing is good and requires minor editing</b> <b>5 = Writing is a notable strength of the student, writes at a professional level</b>  <b>EXPECTATION: Rising 2<sup>nd</sup> years expected at 3, Rising 3<sup>rd</sup> years and above expected at 4</b>	1	2	3	4	5
4.	Attendance and unexcused absences, tardiness or needing to leave class or educational experiences early <b>1 = Multiple unexcused absences</b> <b>2 = 1-2 unexcused absences or tardiness/leaving early that affects learning</b> <b>5 = No problems with unexcused absences, tardiness, or leaving early during the evaluation period</b>  <b>EXPECTATION: expected at 5</b>	1	2			5
<b>Qualitative Feedback (basis for ratings):</b>						
<b>Commendations:</b>						
<b>Recommendations:</b>						

SCIENCE/RESEARCH		PERFORMANCE (Circle one)				
1.	<p>General: Critical thinking, scientific foundation of psychology, data analysis</p> <p><b>1 = Insufficient</b>  <b>2 = grasps concepts, accumulating knowledge, basic data skills</b>  <b>3 = some independent idea generation, independent analysis/interpretation</b>  <b>4 = independent idea generation</b>  <b>5 = research productivity independent, mentoring is consultative.</b></p> <p><b>EXPECTATION: Rising 2<sup>nd</sup> years expected at 2, Rising 3<sup>rd</sup> years expected at 3, Rising 4<sup>th</sup> year and beyond expected at 4</b></p>	1	2	3	4	5
2.	<p>Research Milestones</p> <p><b>1 = No milestones, 2 = thesis proposed, 3 = thesis defended, 4 = preliminary exam passed, 5 =dissertation proposed or on track for proposal</b></p> <p><b>EXPECTATION: Rising 2<sup>nd</sup> years expected at 1-2, Rising 3<sup>rd</sup> years expected at 2-3, Rising 4<sup>th</sup> year expected at 4, final year prior to internship expected at 5</b></p>	1	2	3	4	5
3.	<p>Research Productivity: Conference activities (symposia, poster presentations)</p> <p><b>1 = no conference activity, 2 = conference attended, 3 = co-authored poster or talk, 4 = first author poster, 5 = oral presentation (as presenter) or symposium chaired</b></p> <p><b>EXPECTATION: Rising 2<sup>nd</sup> and 3<sup>rd</sup> year expected at 1-2, Rising 4<sup>th</sup> year expected at 3 or higher; more than one category can apply</b></p>	1	2	3	4	5
4.	<p>Research Productivity: Publications or work on publications done during the evaluation period</p> <p><b>1 = no publication efforts</b>  <b>2 = collaborative work on publication preparation</b>  <b>3 = first author manuscript preparation OR collaborative co-author work submitted</b>  <b>4 = in addition to continued publication efforts, first author manuscript submission OR acceptance of a collaborate co-authored publication in the last year</b>  <b>5 = more than one paper accepted for publication in the last year</b></p> <p><b>EXPECTATION: No explicit expectations for publication (for descriptive purposes only)</b>  <b>Suggestion: Rising 3<sup>rd</sup> and 4<sup>th</sup> years: 2 or higher</b></p>	1	2	3	4	5
5.	Additional research experiences (journal or grant review, grantsmanship)	N	Y			
<p><b>Qualitative Feedback (basis for ratings):</b></p>						

<b>Commendations:</b>
<b>Recommendations:</b>

<b>CLINICAL</b>	<b>PERFORMANCE (Circle one)</b>				
1. Assessment (measurement, psychometrics, administration, interpretation, reports) <b>1 = Insufficient, 2 = Basic knowledge of assessment, 3 = adequate administration of tests, learns new test administration when appropriate, report writing adequate, 4 = some independence of battery selection, interpretation and diagnosis, 5 = sophisticated integration of interview and assessment results</b>  <b>EXPECTATION: Rising 2<sup>nd</sup> years expected at 2, Rising 3<sup>rd</sup> years expected at 3, Rising 4<sup>th</sup> year and beyond expected at 4</b>	1	2	3	4	5
2. Intervention (therapeutic alliance, case conceptualization, intervention planning and outcome tracking, quality of intervention implementation, breadth of intervention techniques)  <b>1 = Insufficient</b> <b>2 = Strong interviewing skills, able to establish rapport with client</b> <b>3 = Demonstration of basic therapy skills (achieve therapeutic alliance, able to administer therapeutic techniques with guidance, constructs treatment plan with assistance)</b> <b>4 = Case conceptualization with minimal assistance, demonstration of independent thinking, demonstration of at least one treatment technique/manualized treatment</b> <b>5 = Sophisticated and/or nuanced therapy technique, capacity for working with difficult cases, makes appropriate independent decisions, demonstration of breadth of intervention techniques</b>  <b>EXPECTATION: Rising 2<sup>nd</sup> years expected at 2, Rising 3<sup>rd</sup> years expected at 3, Rising 4<sup>th</sup> year and beyond expected at 4</b>	1	2	3	4	5
3. Supervision behaviors  <b>1 = Insufficient use of supervision, fails to incorporate feedback, or does not follow through with instructions</b> <b>2 = Makes good use of supervision and is growing as a clinician through incorporating feedback</b> <b>3 = Is able to identify areas of potential growth and seek feedback or training, knows what is needed in supervision and actively seeks out information</b> <b>4 = In addition to making strong use of supervision, is beginning to mentor junior students, providing appropriate feedback</b> <b>5 = Serves as a competent mid-level supervisor to other students, provides valuable feedback in an appropriate manner</b>  <b>EXPECTATION: Rising 2<sup>nd</sup> years expected at 2, Rising 3<sup>rd</sup> years expected at 3, Rising 4<sup>th</sup> years are expected at 4 or above</b>	1	2	3	4	5

**Qualitative Feedback (basis for ratings):**

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**Commendations:**

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**Recommendations:**

OVERALL PERFORMANCE AND PROGRESS IN PROGRAM	PERFORMANCE (Circle one)				
<p>1. Progress in program</p> <p><b>1 = Is on probation due to inadequate progress on milestone projects or performance in classes, or at risk of dismissal for any reason</b>  <b>2 = Significantly behind schedule on a milestone project or inadequate performance in one or more classes that is trending toward probation</b>  <b>3 = On pace with expected milestones as well as expected performance in class</b>  <b>4 = Ahead of expected schedule on milestone projects</b>  <b>5 = Significantly (more than 6 months) ahead of expected schedule on milestone projects or exceptional performance in training activities (one every 3-4 years)</b></p> <p><b>EXPECTATION: All students expected at 3.</b></p>	1	2	3	4	5
<p>2. Global assessment of performance</p> <p><b>1 = Performance during assessment period is seriously deficient in one or more areas. Immediate remediation is required</b>  <b>2 = Performance during the assessment period is below average given the student's year in program</b>  <b>3 = Student is performing as expected given the student's year in the program</b>  <b>4 = Student is performing 1-2 years above their year in program. The student is advanced compared to his/her peers and has done work that is well above average</b>  <b>5 = The student's work has been exemplary, with the student performing at a near faculty level both in quantity and quality of research in addition to meeting or exceeding all other program expectations</b></p> <p><b>EXPECTATION: All students expected at 3.</b></p>	1	2	3	4	5
<p><b>Qualitative Feedback (basis for ratings):</b></p>					

<b>Commendations:</b>
<b>Recommendations:</b>

<b>TEACHING</b>		<b>PARTICIPATED</b> (Circle one)		<b>QUALITATIVE FEEDBACK, COMMENDATIONS &amp; RECOMMENDATIONS:</b>
<b>Expectations: None (all optional)</b>				
1.	Teaching (instructor)	N	Y	
2.	TA	N	Y	
3.	Teaching support (guest lecture, etc.)	N	Y	
4.	Peer supervision	N	Y	
5.	Research mentorship	N	Y	

<b>ADDITIONAL DOMAINS OF COMPETENCE</b>		<b>PARTICIPATED</b> (Circle one)		<b>QUALITATIVE FEEDBACK, COMMENDATIONS &amp; RECOMMENDATIONS:</b>
<b>Expectations: None (all optional)</b>				
1.	Awards/Other Acknowledgments	N	Y	
2.	Consultation	N	Y	
3.	Administration/Service	N	Y	
4.	Advocacy	N	Y	

**GOALS AND RECOMMENDATIONS FOR NEXT YEAR (or semester if student is in year 1)**

**INTERNSHIP READINESS ASSESSMENT (APPLIES ONLY TO STUDENTS PLANNING TO APPLY FOR INTERNSHIP)**

<i>Competency Areas Reviewed (based on most recent end-of-semester practicum evaluation and history of practicum evaluations)</i>
<b>Professional Values and Attitudes:</b> as evidenced in behavior and comportment that reflect the values and attitudes of psychology.
<b>Individual and Cultural Diversity:</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 APA policy
<b>Ethical Legal Standards and Policy:</b> Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.
<b>Reflective Practice/Self-Assessment/Self-Care:</b> Practice conducted with personal and professional awareness and reflection; with awareness of competencies; with appropriate self-care.
<b>Relationships:</b> Relate effectively and meaningfully with individuals, groups, and/or communities.
<b>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>Research/Evaluation:</b> Generating research that contributes to the professional knowledge base and/or evaluates the effectiveness of various professional activities
<b>Evidence-Based Practice:</b> Integration of research and clinical expertise in the context of patient factors.
<b>Assessment:</b> Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.
<b>Intervention:</b> Interventions designed to alleviate suffering and to promote health and well-being of individuals, groups, and/or organizations.
<b>Consultation:</b> The ability to provide guidance or professional assistance in response to a client's needs or goals.
<b>Supervision:</b> Utilizes supervision well. Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.
<b>Interdisciplinary Systems:</b> Knowledge of key issues and concepts in related disciplines. Identify and interact with professionals in multiple disciplines.
<b>Management-Administration:</b> Awareness of the direct delivery of services (DDS) and/or the administration of organizations, programs, or agencies (OPA).
<b>Advocacy:</b> Awareness of the impact of social, political, economic or cultural factors to promote change at the individual (client), institutional, and/or systems level.



**Program Faculty: Has the student demonstrated competencies necessary to apply for predoctoral internship?**

\_\_\_\_\_Yes                      \_\_\_\_\_No

**Faculty Meeting date:** \_\_\_\_\_

**Has the student met program requirements (i.e., dissertation proposal by 10/1) to be cleared to apply for predoctoral internship?**

\_\_\_\_\_Yes                      \_\_\_\_\_No                      \_\_\_\_\_ Expected based on mentor estimation; will not be fully cleared to apply until milestone is met

**FACULTY APPROVAL FOR CONTINUATION IN THE PROGRAM?**                      YES    REMEDIATION                      PROBATIONARY\*                      NO\*

**Evaluator:** \_\_\_\_\_ **Date of feedback** \_\_\_\_\_ **Student<sup>+</sup>:** \_\_\_\_\_ **Date** \_\_\_\_\_

\* Probationary status requires explicit conditions of probation (e.g., tasks, length). A “No” vote ends the current discussion and initiates the call for a formal dismissal hearing.

+ Student signature on this document indicates the evaluation has been received and feedback given and does not necessarily indicate agreement with the evaluation. Students may request to have a letter of response appended to the end of this evaluation should there be a disagreement with the evaluation.

**Comments on/about feedback meeting**

