

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

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| Student Name: | Class (Year of entry): | Academic Year: |
| Program Mentor: | Practicum supervisors last Fall/Spring: | |
| Evaluator Name: | GA/TA supervisors (if applicable): | |
| Standing in Program: Good Warning On Probation | Time period covered for evaluation: | |
| <input type="checkbox"/> Foundational Proj presented (Date: _____) <input type="checkbox"/> Foundational Proj complete (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: _____) | Flags and Quick Facts | |
| | <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 |

| PROFESSIONALISM, ETHICS AND RELATIONAL COMPETENCIES | | PERFORMANCE | | | | |
|--|---|--------------------|---|---|---|---|
| 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 1 = Insufficient participation in departmental activities, inappropriate professional behavior or dress 2 = active participant in departmental activities, appropriate professional behavior and dress 3 = active participant in departmental activities, appropriate professional behavior and dress, has presented at brownbag or done notable departmental service 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. 5 = active participant in departmental activities, appropriate professional behavior and dress, has obtained a leadership position in a national organization EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, 4th years and beyond expected at 4 COMMENTS: | 1 | 2 | 3 | 4 | 5 |

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| <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>1 = Insufficient (e.g. ethical violations, other documented egregious unprofessional behavior) 2 = No egregious violations but some deficits in responsibility or accountability 3 = No deficits in professional behavior, responsible, reliable and accountable 4 = Demonstrates good ethical decision making, seeks consultation, clearly adopts professional values of psychology 5 = Nuanced and/or sophisticated independent ethical decision making, cultural/contextual considerations, displays professionalism across multiple contexts</p> <p>EXPECTATION: Rising 2nd years expected at 3, Rising 3rd years and above expected at 4</p> | 1 | 2 | 3 | 4 | 5 |
| <p>3. Accountability and reliability, self-awareness and reflective practice, self-care</p> <p>1 = Unacceptable (e.g. several times unreliable or unaccountable, inadequate self-care resulting in incapacity), 2 = No egregious violations but some deficits in self-care, self-awareness, responsibility, or accountability 3 = No deficits in professional behavior, good self-care, responsible, reliable and accountable; 4 = In addition to good accountability, reliability and self-care, good self-awareness of own strengths and deficits, seeks consultation or supervision as needed 5 = Exceptional reliability and accountability. Strong sense of awareness and seeks consultation or supervision as needed</p> <p>EXPECTATION: Rising 2nd years expected at 3, Rising 3rd years and above expected at 4</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>1 = Unacceptable (e.g. several times unreliable or unaccountable, makes significant errors or notable deficits in judgment), 2 = No egregious violations but some deficits in performance 3 = No deficits in performance noted, reliable and accountable, has completed all tasks as requested/assigned on time and acceptably. 4 = Notable performance in assistantship work, regularly goes above and beyond (or meets all expectations in a very demanding role) 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</p> <p>EXPECTATION: Rising 2nd years and beyond expected at 3</p> | 1 | 2 | 3 | 4 | 5 |
| <p>Qualitative Feedback (basis for ratings):</p> | | | | | |
| <p>Commendations:</p> | | | | | |

Recommendations:

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

Commendations:

Recommendations:

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

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| Commendations: |
| Recommendations: |

| CLINICAL | PERFORMANCE (Circle one) | | | | |
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| <p>1. Assessment (measurement, psychometrics, administration, interpretation, reports)</p> <p>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</p> <p>EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th year and beyond expected at 4</p> | 1 | 2 | 3 | 4 | 5 |
| <p>2. Intervention (therapeutic alliance, case conceptualization, intervention planning and outcome tracking, quality of intervention implementation, breadth of intervention techniques)</p> <p>1 = Insufficient 2 = Strong interviewing skills, able to establish rapport with client 3 = Demonstration of basic therapy skills (achieve therapeutic alliance, able to administer therapeutic techniques with guidance, constructs treatment plan with assistance) 4 = Case conceptualization with minimal assistance, demonstration of independent thinking, demonstration of at least one treatment technique/manualized treatment 5 = Sophisticated and/or nuanced therapy technique, capacity for working with difficult cases, makes appropriate independent decisions, demonstration of breadth of intervention techniques</p> <p>EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th year and beyond expected at 4</p> | 1 | 2 | 3 | 4 | 5 |
| <p>3. Supervision behaviors</p> <p>1 = Insufficient use of supervision, fails to incorporate feedback, or does not follow through with instructions 2 = Makes good use of supervision and is growing as a clinician through incorporating feedback 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 4 = In addition to making strong use of supervision, is beginning to mentor junior students, providing appropriate feedback 5 = Serves as a competent mid-level supervisor to other students, provides valuable feedback in an appropriate manner</p> <p>EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th years are expected at 4 or above</p> | 1 | 2 | 3 | 4 | 5 |

Qualitative Feedback (basis for ratings):

Commendations:

Recommendations:

OVERALL PERFORMANCE AND PROGRESS IN PROGRAM

**PERFORMANCE
(Circle one)**

1. Progress in program

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|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 |
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1 = Is on probation due to inadequate progress on milestone projects or performance in classes, or at risk of dismissal for any reason
2 = Significantly behind schedule on a milestone project or inadequate performance in one or more classes that is trending toward probation
3 = On pace with expected milestones as well as expected performance in class
4 = Ahead of expected schedule on milestone projects
5 = Significantly (more than 6 months) ahead of expected schedule on milestone projects or exceptional performance in training activities (one every 3-4 years)
EXPECTATION: All students expected at 3.

2. Global assessment of performance

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| 1 | 2 | 3 | 4 | 5 |
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1 = Performance during assessment period is seriously deficient in one or more areas. Immediate remediation is required
2 = Performance during the assessment period is below average given the student's year in program
3 = Student is performing as expected given the student's year in the program
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
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
EXPECTATION: All students expected at 3.

Qualitative Feedback (basis for ratings):

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| Commendations: |
| Recommendations: |

| TEACHING | | PARTICIPATED (Circle one) | | QUALITATIVE FEEDBACK, COMMENDATIONS & RECOMMENDATIONS: |
|--|--|--------------------------------------|---|---|
| Expectations: None (all optional) | | | | |
| 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 | |

| ADDITIONAL DOMAINS OF COMPETENCE | | PARTICIPATED (Circle one) | | QUALITATIVE FEEDBACK, COMMENDATIONS & RECOMMENDATIONS: |
|---|------------------------------|--------------------------------------|---|---|
| Expectations: None (all optional) | | | | |
| 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)

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

REMEDICATION

PROBATIONARY*

NO*

Evaluator: _____ Date of feedback _____ Student*: _____ 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

