
Completion of Foundational Project presentation

Completion of Foundational Project

Pass Preliminary Examination

Decide on dissertation topic/research question

Dissertation Proposal Defense

Data Collection for Dissertation Complete

Completion of Dissertation Defense Meeting

Q7. Check and enter completed dates for these program milestones this year (note: many will not apply for 1st year doc students).

Selected Foundational Project topic

Completion of Foundational Project presentation

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Q8. If you are not on track for any of the above (proximal milestone(s)), please describe your plan/timeline for meeting?

Q9. List any planned or past-year presentations/publications.

Q10. If you have not yet made a professional presentation (e.g., Appalachian Celebration of Research and Scholarly Activity; professional case presentation), when do you anticipate doing so?

Q11. Please describe your graduate assistantship and the professional development that you achieved in it this past year.

Q12 & Q13 Assess your proficiency in the following areas using the scale below:

- 1 = significant improvement needed
- 2 = developing competence, but need more direct experience
- 3 = developmentally appropriate competence (may need fine-tuning)
- 4 = high competence, maintain current level
- 5 = no opportunity

Q12.

- a. Communicate clearly and accurately in written work
- b. Mastering APA style
- c. Able to adapt writing depending on audience/purpose
- d. Revising in response to feedback
- e. Editing work independent/generalizing previous feedback
- f. Sticking to a writing schedule (for foundational project and dissertation)

Q13.

- a. Appreciation of psychology teaching methods (e.g., role plays)
- b. Designing an oral presentation or lecture
- c. Comfort with oral presentation
- d. Grading student papers/providing constructive feedback
- e. Verbal and written (e.g., email) communication with students

Q14 & Q15 Assess your proficiency in the following areas using the scale below:

- 1 = significant improvement needed
- 2 = developing competence, but need more direct experience
- 3 = developmentally appropriate competence (may need fine-tuning)
- 4 = high competence, maintain current level
- 5 = no opportunity

Q14.

- a. Communicating effectively with others
- b. Accepting and making use of constructive criticism
- c. Resolving conflicts with others
- d. Sensitivity to diversity in classes, clinical work, department
- e. Seeking help and guidance when needed
- f. Completing assignment/reports in a timely manner
- g. Attending to and balancing multiple responsibilities
- h. Awareness of ethics and ability to implement ethical standards

Q15.

- a. Competence in traditional assessment measures and techniques
- b. Competence in report writing
- c. Ability to identify client problem areas and use differential diagnoses
- d. Ability to interpret test results and communicate assessment results
- e. Conceptualize & plan evidence-based interventions
- f. Ability to implement evidence-based interventions
- g. Ability to evaluate evidence-based intervention outcomes

Q16. List your total practicum contact hours.

- Intervention:
- Assessment:

Q17. Please list all workshops, conferences, and didactic events that you have attended since your last self-evaluation.

Q18. What are your career goals?

Q19. What are your professional development goals for this next year?

Q20.

a) Are there specific areas of knowledge or skills in your education/training that you feel would help you reach these professional development goals in the next year?

b) Of the areas above, which have proved most challenging or given you unexpected difficulty?

Q21. Is there anything the clinical faculty or psychology department could change to make this professional program better?