

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

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"/> 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: _____)	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

<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)				
1.	<p>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
2.	<p>Research Milestones</p> <p>1 = No milestones, 2 = thesis proposed, 3 = thesis defended, 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
3.	<p>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
4.	<p>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 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
5.	Additional research experiences (journal or grant review, grantsmanship)	N	Y			
<p>Qualitative Feedback (basis for ratings):</p>						

Commendations:
Recommendations:

CLINICAL	PERFORMANCE (Circle one)				
1. Assessment (measurement, psychometrics, administration, interpretation, reports) 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 EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th year and beyond expected at 4	1	2	3	4	5
2. Intervention (therapeutic alliance, case conceptualization, intervention planning and outcome tracking, quality of intervention implementation, breadth of intervention techniques) 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 EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th year and beyond expected at 4	1	2	3	4	5
3. Supervision behaviors 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 EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th years are expected at 4 or above	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

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

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):

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)

<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

