

# Annual Doctoral Student Self Evaluation

Q1 Name/Date

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Q2 Year Entered Program:

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Q3 Year in Program:

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Q4 Academic Course Completed This Year (include grade earned):

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GPA for evaluation period: \_\_\_\_\_ Cumulative GPA: \_\_\_\_\_

Q5 Practicum Completed This Year (note if non-applicable):

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Q6 Check and enter dates **expected** for these program milestones.

Master's Thesis Chair and Committee Members (1)

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Completion of Master's Proposal Meeting (2)

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Completion of Master's Defense Meeting (3)

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Pass Preliminary Examination (4)

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Decide on dissertation topic/research question (5)

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Dissertation Proposal Defense (6)

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Data Collection for Dissertation Complete (7)

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Completion of Dissertation Defense Meeting (8)

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

Selected Master's Thesis Chair and Committee Members (1)

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Completion of Master's Proposal Meeting (2)

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Completion of Master's Defense Meeting (3)

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Passed Preliminary Examination (4)

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Decided on dissertation topic/research question (5)

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Dissertation Proposal Defense (6)

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Data Collection for Dissertation Complete (7)

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Completion of Dissertation Defense Meeting (8)

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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?

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

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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?

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

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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 thesis and dissertation)
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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
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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 contact hours**.

Therapy: \_\_\_\_\_

Assessment: \_\_\_\_\_

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

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Q18 What are your career goals?

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

Q20 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?

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

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