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| **MISSISSIPPI STATE UNIVERSITY – CLINICAL PSYCHOLOGY TRAINING PROGRAM**  **CLINICAL TRAINEE EVALUATION FORM** | | |
| **Student Name:** | **Class (Year of entry):** | **Academic Year:** |
| **Research Mentor:** | **Practicum supervisors last Fall/Spring:** | |
| **Evaluator Name:** | **GTA/GRA supervisors (if applicable):** | |
| **Standing in Program:** Good Warning On Probation | **Time period covered for evaluation:** | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | \_\_\_\_\_ | Master’s thesis proposed | (Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | **Flags and Quick Facts** | | | \_\_\_\_\_ | Master’s thesis defended | (Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | \_\_\_\_\_ On probation  \_\_\_\_\_ Any grades of C or below  \_\_\_\_\_ GPA below 3.0 | \_\_\_\_\_ GPA for evaluation period  \_\_\_\_\_ Cumulative GPA | | \_\_\_\_\_ | Comps abstract passed | (Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | | \_\_\_\_\_ | Comps passed | (Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | | \_\_\_\_\_ | Dissertation proposed | (Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | | \_\_\_\_\_ | All coursework completed | (Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | | \_\_\_\_\_ | Internship placement | (Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) | |  |  |  | | | |

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| **PROFESSIONALISM, ETHICS AND RELATIONAL COMPETENCIES** | | **PERFORMANCE**  **(Circle one)** | | | | |
| 1. | Professional Behavior: Attendance at clinical brownbag and departmental colloquia, behavior and dress are appropriate, engagement in service to department or the field | 1 | 2 | 3 | 4 | 5 |
|  | **1 = Insufficient participation in departmental activities, inappropriate behavior or dress**  **2 = active participant in departmental activities, appropriate behavior and dress**  **3 = active participant in departmental activities, appropriate behavior and dress, has presented at brownbag or done notable departmental service**  **4 = active participant in departmental activities, appropriate behavior and dress, has engaged in service to the field such as being a student representative to a national group, reviewing conference abstracts, etc.**  **5 = active participant in departmental activities, appropriate 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** | | | | | |
| 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. | 1 | 2 | 3 | 4 | 5 |
|  | **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**  **EXPECTATION: Rising 2nd years expected at 3, Rising 3rd years and above expected at 4** | | | | | |
| 3. | Accountability and reliability, self-awareness and reflective practice, self-care | 1 | 2 | 3 | 4 | 5 |
|  | **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 (1-2 every five years). Strong sense of awareness and seeks consultation or supervision as needed**  **EXPECTATION: Rising 2nd years expected at 3, Rising 3rd years and above expected at 4** | | | | | |
| 4. | Performance in funding role (i.e. graduate assistantship, teaching assistantship, research assistantship, instructor of record, funded practica experience). | 1 | 2 | 3 | 4 | 5 |
|  | **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**  **EXPECTATION: Rising 2nd years and beyond expected at 3** | | | | | |
| **Qualitative Feedback (basis for ratings):** | | | | | | |
| **Commendations:** | | | | | | |
| **Recommendations:** | | | | | | |

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| **CLASS PARTICIPATION AND PERFORMANCE** | | **PERFORMANCE**  **(Circle one)** | | | | |
| 1. | Grades in classes during the evaluation period | 1 | 2 | 3 | 4 | 5 |
|  | **1 = C or 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**  **EXPECTATION: Rising 2nd year expected at 3, Rising 3rd year and beyond expected at 4** | | | | | |
| 2. | Class Participation | 1 | 2 | 3 | 4 | 5 |
|  | **1 = no class participation, 2 = minimal class participation, 3 = adequate class participation, 4 = good class participation; 5 = very strong class participation**  **EXPECTATION: Rising 2nd year expected at 3, Rising 3rd year and beyond expected at 4 or above** | | | | | |
| 3. | Writing Skills | 1 | 2 | 3 | 4 | 5 |
|  | **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**  **EXPECTATION: Rising 2nd years expected at 3, Rising 3rd years and above expected at 4** | | | | | |
| 4. | Attendance and unexcused absences, tardiness or needing to leave class or educational experiences early | 1 | 2 |  |  | 5 |
|  | **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**  **EXPECTATION: Rising 2nd year expected at beyond expected at 5** | | | | | |
| **Qualitative Feedback (basis for ratings):** | | | | | | |
| **Commendations:** | | | | | | |
| **Recommendations:** | | | | | | |

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| **SCIENCE/RESEARCH** | | **PERFORMANCE**  **(Circle one)** | | | | |
| 1. | General: Critical thinking, scientific foundation of psychology, data analysis | 1 | 2 | 3 | 4 | 5 |
|  | **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.**  **EXPECTATION: Rising 2nd years expected at 2, Rising 3rd years expected at 3, Rising 4th year and beyond expected at 4** | | | | | |
| 2. | Research Milestones | 1 | 2 | 3 | 4 | 5 |
|  | **1 = No milestones, 2 = thesis proposed, 3 = thesis defended, 4 = comprehensive exam passed, 5 =dissertation proposed or on track for proposal by October**  **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** | | | | | |
| 3. | Research Productivity: Conference activities (symposia, poster presentations) | 1 | 2 | 3 | 4 | 5 |
|  | **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**  **EXPECTATION: Rising 2nd year expected at 2, Rising 3rd year expected at 3, Rising 4th year and beyond expected at 4 or above** | | | | | |
| 4. | Research Productivity: Publications or work on publications done during the evaluation period | 1 | 2 | 3 | 4 | 5 |
|  | **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: Rising 2nd year expected at 2, Rising 3rd year expected at 3, Rising 4th year and beyond expected at 4 or above** | | | | | |
| 5. | Additional research experiences (journal or grant review, grantsmanship) | N | Y |  | | |
| **Qualitative Feedback (basis for ratings):** | | | | | | |
| **Commendations:** | | | | | | |
| **Recommendations:** | | | | | | |

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| **CLINICAL** | | **PERFORMANCE**  **(Circle one)** | | | | | | | |
| 1. | Assessment (measurement, psychometrics, administration, interpretation, diagnosis) | 1 | | | 2 | | 3 | 4 | 5 |
|  | **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** | | | | | | | | |
| 2. | Intervention (therapeutic alliance, case conceptualization, intervention planning and outcome tracking, quality of intervention implementation, breadth of intervention techniques) | | 1 | | | 2 | 3 | 4 | 5 |
|  | **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** | | | | | | | | |
| 3. | Supervision behaviors | | | 1 | | 2 | 3 | 4 | 5 |
|  | **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** | | | | | | | | |
| **Qualitative Feedback (basis for ratings):** | | | | | | | | | |
| **Commendations:** | | | | | | | | | |
| **Recommendations:** | | | | | | | | | |

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| **OVERALL PERFORMANCE AND PROGRESS IN PROGRAM** | | **PERFORMANCE**  **(Circle one)** | | | | | | |
| 1. | Progress in program | 1 | | 2 | | 3 | 4 | 5 |
|  | **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 |
|  | **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:** | | | | | | | | |

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| **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 |

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| **ADDITIONAL DOMAINS OF COMPETENCE** | | **PARTICIPATED**  **(Circle one)** | | **QUALITATIVE FEEDBACK, COMMENDATIONS & RECOMMENDATIONS:** |
| **Expectations: All students should have “S” in Didactics; all other domains 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**

**CTC APPROVAL FOR CONTINUATION IN THE PROGRAM?** YES WARNING PROBATIONARY\* NO\*

**Evaluation Proctor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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:**