

Student Evaluation Process

1. Student is instructed to indicate a self-rating as well as provide evidence to support the rating (e.g., course grade, passed oral, presentation at conference) for each of the objectives* and related competencies.
2. Student turns form into faculty mentor by **MARCH 31st**.
3. Faculty mentor reviews student form and completes own ratings of student performance on each objective* and related competencies by **APRIL 10th**, prior to C-C Meeting on student evaluations.
4. **NOTES TO FACULTY MENTOR:**
 - a. Students entering with a master's degree are to be rated at the 2nd year level in both their 1st and 2nd years in this program.
 - b. If any rating is unsatisfactory, a narrative must be provided at the bottom of rating form describing the deficiency and steps to take to correct the deficiency if possible.
5. Faculty mentor brings ratings to CC Faculty review meeting and presents ratings with supporting data. (Consider scanning and projecting).
6. Other Faculty who had contact with the student (e.g., classwork, committee activities) discuss student performance and conduct, and ratings are revised as appropriate. (Faculty mentors may wish to confer with other faculty in advance of review meeting to speed review process)
7. Student is given a form (see attached) that summarizes ratings and feedback.

*Note that an average rating should be calculated for each objective based on competency ratings

Student Evaluation for the Clinical-Community Doctoral Program—Student Form

Please rate yourself on each of the following goals using the rating scale provided below. Turn this into your mentor by the specified deadline.

		Exposure			Experience			Developing Expertise			Expertise	
N/A	1	2	3	4	5	6	7	8	9	10		
Not yet applicable		1 st		2 nd		3 rd		4 th		5 th		

For 1st years:

- 1 indicates unsatisfactory
- 2 indicates satisfactory
- 3 indicates excellent

For 2nd years:

- 3 indicates unsatisfactory
- 4 indicates satisfactory
- 5 indicates excellent

For 3rd years:

- 5 indicates unsatisfactory
- 6 indicates satisfactory
- 7 indicates excellent

For 4th years:

- 7 indicates unsatisfactory
- 8 indicates satisfactory
- 9 indicates excellent

For 5th years:

- 8 indicates unsatisfactory
- 9 indicates satisfactory
- 10 indicates excellent

Goal: The overarching aim of the program is to prepare students as Clinical-Community Scientists who can function effectively in a variety of settings, including research and professional practice settings.

Objective 1

Students acquire and demonstrate the knowledge of theory and research related to the fields of Clinical and Community Psychology

MLA for Objective 1

- Course grades: B or above
- Pass Master’s Oral Comprehensive Exam (Year 3)
- Pass Doctoral Oral Comprehensive Exam (Fall Year 5)

Optional data to support rating:

- Teaching evaluations from courses taught as TA, TIA, or Instructor of record

Competency

Evidence in Support of Rating

*Rating**

1a. Can develop organized responses to basic questions related to Psychopathology

e.g., course, semester taken, grade

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1b. Can develop organized responses to basic questions related to Developmental Psychology including affective processes.		
1c. Can develop organized responses to basic questions related to Social Psychology		
1d. Can develop organized responses to basic questions related to Cognitive Psychology		
1e. Can develop organized responses to basic questions related to Behaviorism and Learning Theory		
1f. Can develop organized responses to basic questions related to Biological Bases of Psychology		
1g. Can develop organized responses to basic questions related to Diversity Issues in Psychology		
1h. Can develop organized responses to basic questions related to History and Systems of Psychology		
1i. Can develop organized responses to basic questions related to Psychological Interventions		
1j. Can develop organized responses to basic questions related to Community Psychology		
<p>Grade in Psychopathology course: _____ Instructor Feedback:</p> <p>Grade in Developmental course: _____ Instructor Feedback:</p> <p>Grade in Social course: _____ Instructor Feedback:</p> <p>Grade in Cognitive course: _____ Instructor Feedback:</p> <p>Grade in Behavior/Learning course: _____ Instructor Feedback:</p> <p>Grade in Biological Basis course: _____ Instructor Feedback:</p> <p>Grade in Diversity course: _____ Instructor Feedback:</p> <p>Grade in History & Systems course: _____ Instructor Feedback:</p> <p>Grade in Interventions course: _____ Instructor Feedback:</p> <p>Grade in Foundations of Community course: _____ Instructor Feedback:</p> <p>Master's Oral Comprehensive Exam Passed Y N N/A</p> <p>Doctoral Oral Comprehensive Exam Passed Y N N/A</p> <p>Progress in the Last Year (include optional data here):</p>		Average Rating

Cumulative Progress (all years):	
Plans for Next Year:	

<u>Objective 2</u> Students demonstrate ability to conduct themselves professionally and ethically	<u>MLA for Objective 2</u>	
	<ul style="list-style-type: none"> • Grade in ethics course: B or better • Practica & Externship evaluation(s): Good or Excellent on items 1, 7, 10 • Self-evaluation/annual report: no problems identified by instructors or mentors; milestones completed on time or early • Mentor evaluation: No problems identified 	
<i>Competency</i>	<i>Evidence in Support of Rating</i>	<i>Rating*</i>
2a. Comes on-time to and prepared for class, meetings, and other professional activities		
2b. Demonstrates adequate interpersonal and communication skills when collaborating with peers, faculty, and community members		
2c. Dresses and behaves appropriately in formal and informal professional settings		
2d. Completes program milestones on time		
2e. Adheres to and is able to formulate and discuss solutions to ethical dilemmas consistent with APA ethical standards (in applied work and research)		
Grade in ethics course: _____ Instructor Feedback: Master's Thesis Proposal Completed (circle one) Early On Time Late N/A Master's Thesis Defense and Oral Comp Exam/Second Year Project Completed (circle one) Early On Time Late N/A Master's Degree Obtained (circle one) Early On Time Late N/A Written Comprehensive Topic & Committee Submitted (circle one) Early On Time Late N/A Written Comprehensive Outline Completed (circle one) Early On Time Late N/A		Average Rating

<p>Written Comprehensive Exam Completed (circle one) Early On Time Late N/A</p> <p>Doctoral Oral Comprehensive Exam Completed (circle one) Early On Time Late N/A</p> <p>Dissertation Proposal Completed (circle one) Early On Time Late N/A</p> <p>Dissertation Defense Completed (circle one) Early On Time Late N/A</p> <p>Internship Applications Completed (circle one) Early On Time Late N/A</p> <p>Internship Completed (circle one) Early On Time Late N/A</p> <p>Summary of practica evaluation feedback:</p> <p>Progress in the Last Year (include optional data here):</p> <p>Cumulative Progress (all years):</p> <p>Plans for Next Year:</p>	
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<p><u>Objective 3</u></p> <p>Students demonstrate the ability to consume, conduct, and communicate research to a variety of audiences</p>	<p><u>MLA for Objective 3</u></p> <ul style="list-style-type: none"> • Statistics and methods course grades: Bs or better • Pass Research in Clinical-Community (773) • Pass Master Thesis/Second Year Project • Pass Written Comprehensive Exam • Pass Dissertation Proposal • Pass Dissertation Defense • Student Evaluation: One presentation at professional conference or publication in preparation per year • Mentor evaluation: No problems identified by student or faculty <p>Optional data to support rating:</p> <ul style="list-style-type: none"> ○ Advanced stats course grade(s): B(s) or better 	<p><i>Rating*</i></p>
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- Grants/external funding applications
- Editorial activities

<i>Competency</i>	<i>Evidence in Support of Rating</i>	
3a. Able to consume, critique, and synthesize research literature		
3b. Demonstrates knowledge of and ability to apply research methods (e.g., sampling, measurement, design) appropriate for the research question		
3c. Demonstrates empirical skills during recruitment and data collection		
3d. Demonstrates basic to advanced quantitative skills		
3e. Demonstrates ability to present research ideas and results in a written or oral format		
3f. Demonstrates awareness of how one's biases influence interpretation of the results of one's own and others' research		
3g. Applies a systems perspective throughout research process		
3h. Receives/gives feedback effectively as a member of a research team		
3i. Demonstrates effective interpersonal and communication skills with participants, community members, and team members		
Grade in 709: _____ Instructor Feedback: Grade in 710: _____ Instructor Feedback Master's Thesis/Second Year Project Passed Y N N/A Date: Written Comprehensive Exam Passed Y N N/A Date: Dissertation Proposal Passed Y N N/A Date: Dissertation Defense Passed Y N N/A Date: # Presentations (presented, accepted, submitted – please specify) in the past year: # Presentations (presented, accepted, submitted – please specify) total: # Peer-Reviewed Publications (in print, in press, submitted/under review – please specify) in the past year: # Peer-Reviewed Publications (in print, in press, submitted/under review – please specify) total: # Other Publications (Book Chapters, Newsletters) in the past year: # Other Publications total: Grants/contracts submitted:	Average Rating	

<p>Progress in the Last Year (include optional data here):</p> <p>Cumulative Progress (all years):</p> <p>Plans for Next Year:</p>	
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<p><u>Objective 4</u> Students demonstrate the ability to use evidence-based assessment and intervention strategies in applied settings</p>	<p><u>MLA for Objective 4</u></p> <ul style="list-style-type: none"> • Assessment course grade: B or better • Seminar in Community Psychology (Practice Skills) course grade: B or better • Practica and externship evaluations: Good or Excellent on items 3, 4, 5, 6, 8 • Student evaluation: At least one integrated assessment report or case conceptualization per year when enrolled in clinical practica • Mentor evaluation: no problems identified by student or faculty <p>Optional data to support ratings:</p> <ul style="list-style-type: none"> ○ External practica/ externship experiences ○ Advanced community psychology course(s): B(s) or better ○ Elective advanced practica evaluations: average ratings or better on relevant items 	
<i>Competency</i>	<i>Evidence in Support of Rating</i>	<i>Rating*</i>
4a. Selects and uses appropriate assessment tools and methods		
4b. Able to conduct clinical interview		
4c. Able to write integrated assessment reports		
4d. Able to integrate individual and environmental factors, including assessment results, in conceptualizing and proposing solutions to applied		

problems (community-based problems, and/or case conceptualizations and treatment plans)		
4e. Selects and appropriately implements evidence based interventions for applied problems		
4f. Selects and applies appropriate evaluation methods and adjusts intervention as needed		
4g. Receives and gives supervision effectively		
4h. Demonstrates effective interpersonal and communication skills with clients, community members, and team members		
4i. Demonstrates awareness of how one's biases influence all aspects of applied work		
Grade in Assessment course: _____ Instructor feedback: Grade in Community Practice Skills course: _____ Instructor feedback: Practica taken, instructors: Summary of practica evaluation feedback: # integrated reports in the past year: # integrated reports total: Progress in the Last Year (include optional data here): Cumulative Progress (all years): Plans for Next Year:		Average Rating

<u>Objective 5</u> Students engage in on-going professional development	<u>MLA for Objective 5</u> <ul style="list-style-type: none"> At least one extracurricular professional meetings (e.g., colloquia, conferences, trainings, workshops, etc.) attended per year Student evaluation: Adhering to internship timeline Optional data to support rating:	<i>Rating*</i>
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- Electives taken (e.g., BBIP courses)
- Courses taught
- Certificates obtained (e.g., Quantitative, Women's Studies)
- Membership in professional organizations
- Service to program, department, university, or professional and community organizations
- Interactions with other disciplines via research, practicum, externships, internships

Competency

Evidence in Support of Rating

5a. Seeks knowledge and training above and beyond basic course requirements		
5b. Maintains involvement in a network of peers and/or experts to support professional development		
5c. Identifies internship and career options in a timely manner		
5d. Prepares internship and career application and interview materials effectively		
5e. Demonstrates how to collaborate effectively with professionals from multiple disciplines		
<p># Profession Meetings attended in the past year (please specify):</p> <p># Professional Meetings attended total:</p> <p>Progress toward internship applications:</p> <p># intervention hours in the past year:</p> <p># intervention hours total:</p> <p># assessment hours in the past year:</p> <p># assessment hours total:</p> <p># supervision hours in the past year:</p> <p># supervision hours total:</p> <p>Progress toward post-doc/job applications:</p> <p>Progress in the Last Year (include optional data here):</p>	<p>Average Rating</p>	

Cumulative Progress (all years):	
Plans for Next Year:	

<u>Objective 6</u> Students demonstrate understanding and value of culture competence	<u>MLA for Objective 6</u>
	<ul style="list-style-type: none"> • Diversity course grade: B or better • Practicum evaluation: Good or excellent on items 2, 9 • Student evaluation: no problems identified by instructors or mentors • Mentor evaluation: no problems identified by students or faculty
<i>Competency</i>	<i>Evidence in Support of Rating</i>
6a. Demonstrates understanding of differences in beliefs and practices that emerge from various aspects of identity	
6b. Demonstrates understanding of how differences in beliefs and practices affects one's own educational, applied, and research efforts	
6c. Demonstrates understanding of the ways in which diversity and individual differences can enhance the field of psychology	
6d. Demonstrates reflective awareness of how oneself and the system in which one works are promoting or discouraging multicultural sensitivity	
	<i>Rating*</i>