Default Question Block

You will need information on the number of poster presentations, oral presentations, and publications accepted in this past year from the student to complete this evaluation.

Note that the evaluation will be sent to the student immediately so you may want to wait to submit the survey until after you have met with the student to provide verbal feedback.

Date of evaluation (mm/dd/yyyy)

Name of Student:

Mentor Name

Mentor's Email Address (you will be sent a copy of this evaluation):

Email Address of Trainee (they will be sent a copy of this evaluation):

INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in research lab and courses. Not all of the competencies or elements listed are expected to be demonstrated each year. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

Domain I. Research

A. Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

1. Knowledge of how to search for relevant literature (databases, library resources, online journals, etc.).

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

2. Ability to write a literature review, including professional writing skills, ability to compare/contrast methodological approaches and research findings, and ability to evaluate research in terms of design, methodological rigor, study implications, etc.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

3. Ability to use literature as guide in hypothesis generation and defining research questions and methodology.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

4. Made satisfactory progress on research projects (i.e., thesis, quals, research goals for the year, etc.).

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

5. Conducts effective assessment and interventions for research including following study protocol.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

6. Collaborative/cooperative approach to working within laboratory.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA

○   ○   ○   ○   ○   ○

B. Conduct research or other scholarly activities - overall rating/ability based on six subquestions above.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

1. Problem-solving ability, critical thinking, organized reasoning, intellectual curiosity, and flexibility related to research.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

Indicate the number of professional presentations completed by the student over the past year.

	Number from past year
Posters	[ ]
Oral	[ ]

Number of publications accepted in the past year

[   ]

4. Prepare for dissemination of research findings in a professional and timely manner.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

5. Ability to create and conduct an effective research presentation.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

C. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including EMU), regional, or national level - overall rating/ability based on five subquestions above.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

D. Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in research.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

E. Demonstrate the requisite knowledge base, application of ethical decision making, and conducts self ethically in relation to research activities.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

F. Actively seek and demonstrate openness and responsiveness to feedback regarding research.

| Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

G. Respond professionally in increasingly complex situations with a greater degree of independence related to research.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

H. Overall Research Rating

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

Comments regarding development of research competencies
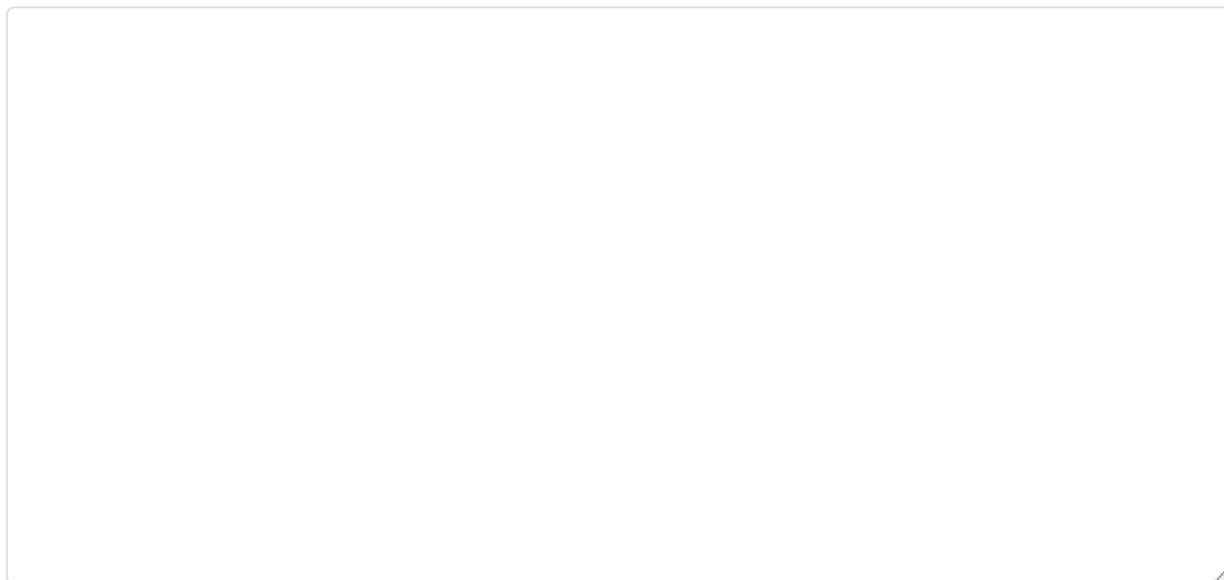
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INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in research lab and courses. Not all of the competencies or elements listed are expected to be demonstrated each year. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

Domain II. Foundational Skills

A. Professionalism – Professional values and ethics as evidenced in behavior and comportment that reflects the values and ethics of psychology, integrity, and responsibility.

1. Integrity – honesty, personal responsibility, and adherence to professional values.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

2. Deportment – understands how to conduct oneself in a professional manner (appropriate communication and physical conduct, including attire, across different settings).

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

3. Accountability – accountable and reliable (consistently reliable, consistently accepts responsibility for own actions).

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

4. Concern for the welfare of others – consistently acts to understand and safeguard the welfare of others.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

5. Professional identity – emerging professional identity as psychologist, uses resources (e.g., supervision, literature) for professionals.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

6. Demonstrates commitment to life-long learning and quality improvement including career development and professional identity (i.e., attending professional development seminars and workshops, conferences, etc.).

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

7. Overall Professionalism rating.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

Comments regarding development of professionalism competencies

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B. **Reflective Practice/Self-Assessment/Self-Care** – Practice conducted with personal and professional self-awareness, reflection, and appropriate self-care.

1. Reflective practice – broadened self-awareness, self-monitoring, reflectivity regarding professional practice, and use of resources to enhance reflectivity.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

2. Self-assessment – broadly accurate self-assessment of competence, consistent monitoring and evaluation of professional activities.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

3. Self-care – attention to personal health and well-being to assure effective professional functioning.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

4. Overall Reflective Practice/Self-Assessment/Self-Care rating.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

Comments regarding development of reflective practice/self-assessment/self-care competencies

INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in research lab and courses. Not all of the competencies or elements listed are expected to be demonstrated each year. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

II.C Relationships - Relates effectively and meaningfully with individuals, groups, and/or communities.

1. Affective skills – negotiates differences and handles conflict satisfactorily, provides effective feedback to others, and receives feedback non-defensively.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

2. Expressive skills – Ability to clearly and articulately express oneself.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

3. Overall Relationships rating.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

Comments regarding development of relationship competencies

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D. Interdisciplinary systems - Knowledge of key issues and concepts in related disciplines and identify and interact with professionals in multiple disciplines related to research.

1. Knowledge of shared and distinctive contributions of other professions in research.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

2. Functioning in multidisciplinary and interdisciplinary contests for research.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

3. Understands how participation in interdisciplinary collaboration/consultation enhances research outcomes.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

4. Respectful and productive relationships with individuals from other professions for research.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

5. Overall Interdisciplinary Systems rating.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

Comments regarding development of interdisciplinary systems competencies

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Domain III. Functional Skills

A. **Management-Administration**

1. Administration - Knowledge of and ability to function within the program including compliance with policies and procedures.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

2. Leadership – recognition of own role in creating policy including participation in system change.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

3. Evaluation of management and leadership - Able to develop and prepared to offer constructive criticism and suggestions regarding management and leadership of the program.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

4. Overall Management-Administration rating.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

Comments regarding development of management/administration competencies

[text box]

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B. Advocacy– actions targeting the impact of social, political, economic, or cultural factors to promote change at the individual, institutional, and/or systems level.

1. Empowerment –aware of the social, political, economic, or cultural factors that may impact human development.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA

○   ○   ○   ○   ○   ○

2. Systems change – promotes change to enhance the functioning of individuals.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

3. Overall Advocacy rating.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

Comments regarding development of advocacy competencies

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INSTRUCTIONS: The rating form provides a list of competencies and elements to be rated based on the student's performance in research lab and courses. Not all of the competencies or elements listed are expected to be demonstrated each year. Please select the most appropriate rating for each item. If you cannot make an informed rating for some reason, select NA. Make your selection based on the student's performance expected for their current level of training.

IV. Program-Specific Competencies

A. Create and conduct effective case presentation incorporating assessment, intervention, and service recipient diversity information as appropriate.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

B. Display effective teaching skills including explains psychological concepts to junior students or professionals from other disciplines if available.

Significantly below expectation	Slightly below expectation	Meets expectation	Slightly above expectation	Significantly above expectation	NA
○	○	○	○	○	○

Comments regarding development of program-specific competencies
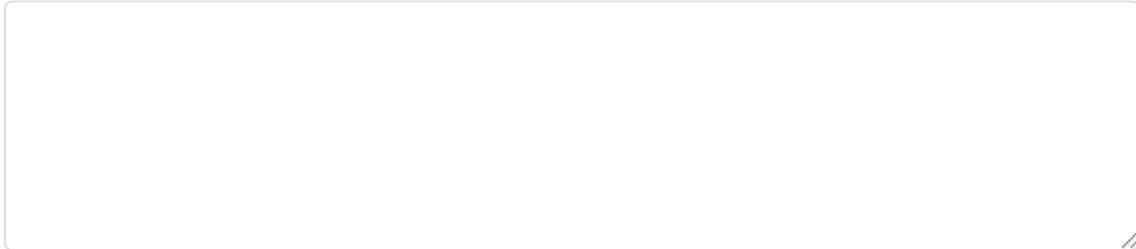
If you would like to provide additional feedback regarding this trainee, please enter it below.