

Auburn University
Clinical Psychology Training Program
Graduate Student Annual Evaluation

Student:

Major Professor:

Committee Members:

Evaluation Time Frame (e.g., 2024-2025):

Review Student Activity Form, CV, Benchmark Evaluation Forms

The following scale will be used when evaluating performance and professional development over the past academic year:

- 0 = Unacceptable for a student at this level of training; remedial action required**
- 1 = Below expectations for a student at this level of training; needs extra supervision**
- 2 = Meets expectations for a student at this level of training; benefiting from usual supervision**
- 3 = Exceeds expectations for a student at this level of training; only minimal supervision required**

➤ **ACADEMIC/CLASS PERFORMANCE**

Overall Rating:

Rating	Task	Comments
	Contributes to class discussions	
	Completes class projects in a timely and appropriate manner	
	Contributes to respectful atmosphere	

Comments:

➤ **RESEARCH****Overall Rating:**

Rating	Task	Comments
	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.	
	Conduct research or other scholarly activities.	
	Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.	

Comments:➤ **ETHICAL AND LEGAL STANDARDS****Overall Rating:**

Rating	Task	Comments
	Be knowledgeable of and act in accordance with the current version of the APA Ethical Principles of Psychologists and Code of Conduct.	
	Be knowledgeable of and act in accordance with relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels.	
	Be knowledgeable of and act in accordance with relevant professional standards and guidelines.	
	Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.	

	Conduct self in an ethical manner in all professional activities.	

Comments:

➤ **INDIVIDUAL AND CULTURAL DIVERSITY**

Overall Rating:

Rating	Task	Comments
	Demonstrate an understanding of how your own personal/cultural history, attitudes, and biases may affect how you understand and interact with people different from yourself.	
	Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.	
	Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of your career. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with your own.	
	Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in their professional work.	

Comments:

➤ **PROFESSIONAL VALUES AND ATTITUDES****Overall Rating:**

Rating	Task	Comments
	Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.	
	Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.	
	Actively seek and demonstrate openness and responsiveness to feedback and supervision.	
	Respond professionally in increasingly complex situations with a greater degree of independence as you progress across levels of training.	

Comments:➤ **COMMUNICATION AND INTERPERSONAL SKILLS****Overall Rating:**

Rating	Task	Comments
	Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.	
	Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.	
	Demonstrate effective interpersonal skills and the ability to manage difficult communication well.	

Comments:

➤ **ASSESSMENT****Overall Rating:**

Rating	Task	Comments
	Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.	
	Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).	
	Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.	
	Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.	
	Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision making biases, distinguishing the aspects of assessment that are subjective from those that are objective.	
	Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.	

Comments:

➤ **INTERVENTION****Overall Rating:**

Rating	Task	Comments
	Establish and maintain effective relationships with the recipients of psychological services.	
	Develop evidence-based intervention plans specific to the service delivery goals.	
	Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.	
	Demonstrate the ability to apply the relevant research literature to clinical decision making.	
	Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.	
	Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.	

Comments:➤ **SUPERVISION****Overall Rating:**

Rating	Task	Comments
	Demonstrate knowledge of supervision models and practices.	

Comments:➤ **CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS****Overall Rating:**

Rating	Task	Comments
	Demonstrate knowledge and respect for the roles and perspectives of other professions.	
	Demonstrates knowledge of consultation models and practices.	

Comments:

➤ TEACHING**Overall Rating:**

Rating	Task	Comments
	Demonstrates ability to convey basic psychological information to undergraduate students and peers in a classroom setting using sound and preferably empirically validated teaching techniques.	
	Demonstrates ability to use different systems of instruction in their classroom presentations and develop effective public speaking techniques	

Comments:**➤ ADDITIONAL COMMENTS****1) What are the student's greatest strengths as a professional in training?**

2) What are suggestions for areas of further professional development?

➤ **FEEDBACK SESSION**

1) I have reviewed this evaluation with the student

Advisor's signature

Date

2) I have reviewed and participated in the development of this feedback

Director of Clinical Training

Date

3) Student:

I have reviewed and received a copy of these comments and ratings. I understand that I have the right to respond to these comments and ratings in writing. I understand that written comments must be provided within two weeks of having received the evaluation feedback and will be appended to the evaluation document. I also understand that if I would like to challenge all or part of this evaluation, I am to follow the [procedures outlined on the Department of Psychology webpage](#) and in the Clinical Psychology Program Handbook.

Student's signature

Date