**Name: Date:**

**Year of admission: Cohort (prior year): 1 2 3 4 5+**

*Please complete this form electronically. Send the completed document to the DCT. The time frame of this evaluation is the last three semesters: Fall of the previous calendar year* (Fall 2020)*, Spring and Summer of the current calendar year* (Spring, Summer 2021). *For all responses,* ***please type your answers in boldface.***

**1. Funding:**

1. What was your funding source for the last year? (e.g., Teaching Assistant, Instructor of Record, Research Assistant, Grant Funded, etc.)
2. Who was your funding supervisor? (e.g., faculty who supervised your RAship, clinical supervisor if on external practicum, faculty who supervised your TAship, etc.)

**2. Professional Goals and Program Timeline**

1. How would you describe your professional goals or plans for a future career?
2. Do you foresee that part of your future professional career involvement will be in research or clinical services targeting vulnerable/underserved populations (e.g., trauma exposed individuals, people with substance abuse problems, ethnic/racial minorities, people who have mental disorders)?

c. When are you aiming to *apply for* internship? (e.g., Fall 2024, etc.)

**3. Research Work** (since August of last year)

1. What milestone are you currently working on, and where are you on that milestone?
2. Provide any/all citations for authored/co-authored presentations presented (note: not just accepted; the conference needs to have occurred already) since August of last year. Don’t forget co-authored presentations!!!!
3. Provide any/all citations for all authored/co-authored peer-reviewed publications accepted or published in the last year. Don’t forget co-authored publications!!!!
4. Provide citations for any book chapters or other non-peer reviewed publications accepted or published in the last year.
5. Provide any/all citations for all authored/co-authored peer-reviewed publications *submitted* in the last year (*note: this is the place to put things under review or submissions that were rejected*).
6. Provide any research-related awards, fellowships, or grants applied for/received in the last year.
7. List any journal or grant reviews you participated in within the last year (whether along or with your mentor).
8. What are your strengths in the research domain?
9. What are some things you want to work on in the research domain?
10. What are specific goals you have in the next year in terms of research productivity?

**4. Clinical Work** (since August of last year)

1. Who were your practicum supervisors (previous Fall, current calendar year spring and summer)?
2. Please list any external practicum experiences (e.g., external clinical placement, volunteer placements). Who was/were your external practicum supervisor(s)?
3. Describe your strengths and things you might want to work on in terms of *assessment*.
4. Describe your strengths and things you might want to work on in terms of *intervention*.
5. Have you done peer supervision yet (as a supervisor, either in the context of the Supervision & Consultation practicum or after that)? If yes, describe your strengths and things you might want to work on as a *supervisor.*
6. Please complete the table to report on your total hours since you started the program (on the next page).

**5. Ethics and Legal Standards**

1. Describe your strengths and things you need to work on in the realm of knowledge about and adherence to ethics and legal standards.

**6. Individual and Cultural Diversity**

1. Describe your strengths and things you need to work on in the realm of individual and cultural diversity.

**7. Professional Attitudes, Values & Behaviors**

1. In the realm of professional behavior (including honesty, personal responsibility, accountability, timeliness, self-care and reflective practice, communication skills), what would you consider your strengths, and what are the things you need to work on?

**8. Interpersonal & Communication**

1. In the realm of interpersonal relationships (with clients, peers, faculty, and staff), what would you consider your strengths, and what are the things you need to work on?

**9. Consultation and Interprofessional/Interdisciplinary Skills**

1. Describe what you have done (if anything) in the realm of consultation or interdisciplinary work, including knowledge acquisition.
2. What are your strengths in this domain, and things you need to work on?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Type(s) of Service | **Last Year**  **Psychological Clinic** | | **Last Year**  **External Practicum** | | **TOTAL To-Date**  ***(all hours, including any external hours)*** | |
|  | Number of Clients/Units\* | Number of Contact Hours | Number of Clients/Units\* | Number of Contact Hours | Number of Clients/Units\* | Number of Contact Hours |
| Diagnostics or Assessment |  |  |  |  |  |  |
| TOTAL Assessment |  |  |  |  |  |  |
| Intake |  |  |  |  |  |  |
| Individual Adult Tx |  |  |  |  |  |  |
| Individual Child/Adolescent Tx |  |  |  |  |  |  |
| Group Tx\* |  |  |  |  |  |  |
| Family or Couples Tx\* |  |  |  |  |  |  |
| Consultation\*\* |  |  |  |  |  |  |
| Peer Supervision |  |  |  |  |  |  |
| TOTAL Intervention |  |  |  |  |  |  |
| TOTAL Assessment + Intervention |  |  |  |  |  |  |

\*for group, family or couples the “number of clients” is the number of groups, families or couples, each count as one “unit”

\*\*Consultation with a client or direct agent of a client (e.g., parent, teacher, medical doctor) counts as direct service hours, consultation for activities not related to a specific client would count in support activities

|  |  |  |  |
| --- | --- | --- | --- |
| **Other Hours Tracking** | **Last Year**  **Psychological Clinic** | **Last Year**  **External Practicum** | **TOTAL To-Date**  ***(all hours, including any external hours)*** |
| Supervised Hours (Individual) |  |  |  |
| Supervised Hours (Group) |  |  |  |
| Support Hours\*\* |  |  |  |
| # of Integrated Reports |  |  |  |
| Telehealth Hours (of Total) |  |  |  |

\*\* Examples of support hours include consultation with other professionals about a case when the client is not present (if the client or a client agent such as a parent or teacher is present, then it is considered intervention), writing reports or progress note, file/chart review, test scoring, assessment interpretation, video/audiotape review, and didactic instruction.

**10. Teaching**

1. List any teaching positions (i.e. instructor of record, TA) held in the last year. Who was the instructor or supervisor? **If you received formal course evaluations, please provide a copy of the evaluations and submit with this form.** (If you conducted informal course evaluations, feel free to submit a copy of those as well).
2. Any additional experience in the teaching domain (e.g., guest lectures, research mentorship of undergraduate students, etc.)? If so, please list and describe the experiences.

**8. Other Experiences**

1. Did you do any administration or service (e.g., student representative) in the last year? If so, describe.
2. Did you do any advocacy in the last year? If so, describe. (In case it’s needed, advocacy is defined as the process of “informing and assisting decision-makers . . .who promote the interests of clients, health care systems, public and welfare issues, and professional psychology”; Lating et al., 2009, p. 106. Note that this is specifically asking about advocacy for the profession; advocacy that you engage in as a private citizen would not be applicable here)
3. Did you provide telehealth in the last year? If so, describe.
4. Did you do any community engagement or outreach in the last year? If so, describe.

**9. Overall Performance/Progress**

1. How would you judge your overall performance/progress in the program?
2. What are your goals for the next year?

**10. Specific feedback**

Are there specific areas you wish to get feedback on? In other words, when you meet with your evaluation proctor after the annual evaluation process, are there domains or content areas you would like specifically addressed?

**11. Are you planning to apply to internship this fall?**  NO YES\*

\*(If yes, please complete the next two pages, which are the “Pre-internship year” self-assessment. If no, stop here!)

Provide the date completed or anticipated for the below items:

|  |  |  |
| --- | --- | --- |
|  | **Y or N** | **Date (completed or anticipated)** |
| Signed dissertation title form to the graduate school |  |  |
| IRB approval for dissertation project |  |  |
| Begun collection of primary (not pilot) dissertation data |  |  |
| Completed primary dissertation data |  |  |
| Analyzed dissertation data |  |  |

For each item below, circle the level that best represents your response to the question.

1. How well do you feel you understand the breadth of scientific psychology (biological, social, cognitive, and affective bases of behavior, history of psychology as a discipline, psychological measurement, research methods and data analytic techniques)?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very limited understanding | Low understanding | Moderate understanding | High understanding | Extensive understanding |
| 1 | 2 | 3 | 4 | 5 |

1. How would you assess your skills in use of the breadth of scientific psychology (biological, social, cognitive, and affective bases of behavior, history of psychology as a discipline, psychological measurement, research methods and data analytic techniques)?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very limited skills | Low skills | Moderate skills | High skills | Extensive skills |
| 1 | 2 | 3 | 4 | 5 |

1. How well do you feel you understand the scientific base for the practice of clinical psychology (individual differences, human development, psychopathology, and professional ethics)?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very limited understanding | Low understanding | Moderate understanding | High understanding | Extensive understanding |
| 1 | 2 | 3 | 4 | 5 |

1. How would you assess your skills in using the scientific base for the practice of clinical psychology (individual differences, human development, psychopathology, and professional ethics)?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very limited skills | Low skills | Moderate skills | High skills | Extensive skills |
| 1 | 2 | 3 | 4 | 5 |

1. How well do you feel you understand empirically supported strategies for assessing and intervening in problems relevant to clinical psychology (assessment, diagnosis, intervention, intervention evaluation, consultation, supervision)?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very low understanding | Low understanding | Moderate understanding | High understanding | Very high understanding |
| 1 | 2 | 3 | 4 | 5 |

1. How competent do you feel administering empirically supported strategies for assessing and intervening in problems relevant to clinical psychology (assessment, diagnosis, intervention, intervention evaluation, consultation, supervision)?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very limited skills | Low skills | Moderate skills | High skills | Extensive skills |
| 1 | 2 | 3 | 4 | 5 |

1. How would you assess your skills at considering culture in your clinical practice, including awareness of your own cultural identity as influencing your clinical work, knowledge of client’s cultural backgrounds and your abilities to intervene in a manner that is culturally sensitive and relevant?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very limited skills | Low skills | Moderate skills | High skills | Extensive skills |
| 1 | 2 | 3 | 4 | 5 |

1. How committed do you feel to the role of scientist practitioner?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very low commitment | Low commitment | Moderate commitment | High commitment | Very high commitment |
| 1 | 2 | 3 | 4 | 5 |

1. Within the overall domain of clinical psychology, how would you describe your concentrated area of study (please provide narrative response for this item)
2. To what degree have you acquired knowledge and skills in your concentrated area of study via didactic instruction?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Limited | Low | Moderate | High | Extensive |
| 1 | 2 | 3 | 4 | 5 |

1. To what degree have you acquired knowledge and skills in your concentrated area of study via clinical training?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Limited | Low | Moderate | High | Extensive |
| 1 | 2 | 3 | 4 | 5 |

1. How To what degree have you acquired knowledge and skills in your concentrated area of study research training?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Limited | Low | Moderate | High | Extensive |
| 1 | 2 | 3 | 4 | 5 |