It is recommended program assessment results be used to celebrate achievements of student learning as well as to identify potential areas for future curriculum improvement.

Please email this completed form as an attachment to thatcherk@slu.edu

1. Degree Program(s) included in this report: Clinical Psychology Doctoral Program
2. Department: Psychology
3. School/Center/College: Arts & Sciences
4. Name(s): Jillon Vander Wal
5. Email: vanderjs@slu.edu
6. Phone: 314-977-2282

Instructions: Please answer the following five questions to the best of your ability for each degree program offered within your department.

1. Summarize your assessment activities during the past year for each degree program and how this work relates to the established assessment plan (e.g. what program outcomes were assessed, faculty discussions, new survey design, data collection, revised assessment plans or learning outcomes, etc.). Please include how Madrid courses/program were involved.

Via our biannual evaluations, we collect information on student’s academic performance; clinical work (placements, nature and types of hours); research (progress on thesis/dissertation, publications, presentations); teaching (if applicable), professional activities (e.g., contributions to professional organizations, profession, community); and awards, honors, and achievements. Please refer to Appendices A and B.

Via our biannual evaluations, we also collect information on student performance on the scientist practitioner competencies that define our profession. Evaluations are completed by internal clinical supervisors (Appendix C), research advisor/mentors (Appendix D), and external clinical supervisors (Appendix E).

Via specific faculty we collect information on additional aspects of program progression. Our internship coordinator collects information on internship interview and match rates. Our prelims administrator collects information on student performance on written prelims. This information is communicated to the Director of Clinical Training.

Our faculty, graduate students, and alumni complete an annual survey as required by the APA Committee on Accreditation regarding the type and nature of post-graduate employment and licensure status (Appendices F, G, H, and I).

Via the Association of State and Provincial Psychology Boards, we obtain passage rates for the Examination for Professional Practice in Psychology.
Faculty are evaluated via graduate course evaluation forms (clinical, research, and lecture courses; Appendices J, K, and L) at the end of each semester and according to the policies and procedures of the College of Arts and Sciences on an annual basis.

2. Describe specific assessment findings related to the learning outcomes assessed for each degree program, including any pertinent context surrounding the findings. Please include the learning outcomes themselves. (e.g. Our goal was that 75% of students performed at the “proficient” level of competency in problem solving, using a new scoring rubric. 81% of students performed at the “proficient” level in problem solving, exceeding our expectations.) Do not include student-level data. Data included in this report should be in aggregate. Please include how Madrid courses/program were involved.

Assessment findings include the following and can be found in Appendix M:

1. Information prepared in conjunction with the APA Annual Report Online (comprises the alumni survey). Information included in the appendix includes the following: a) time to degree completion; b) program costs; c) internship placement; d) attrition—past 5 years; e) attrition—past 10 years; f) licensure; and g) passage rates for the Examination for Professional Practice in Psychology (EPPP).

2. Student evaluations. The data in this section are used to provide students with feedback via the review of a narrative summary and an overall scientist practitioner competency form which represents the aggregate ratings from the clinical (internal and external) and research scientist practitioner competencies as well as faculty group discussion. Data aggregated include a) the Association of Psychology Postdoctoral and Internship Centers (APPIC) hours; b) student scholarly activity; c) teaching activity; d) professional activity; and e) progress in the program.

3. The number of students in good standing.

*Please attach any tables, graphics, or charts to the end of this report.

3. Describe how assessment feedback has been provided to students, faculty, and staff. (e.g. report for faculty, executive summary for the dean, web page for students, alumni newsletter, discussion with students in class or club event, etc.)

Feedback for courses is given via the assignment of grades per course syllabi.

For clinical work conducted via the Psychological Services Center (Clinical Vertical Team; Psy 5810, 5820, 6810, 6820), research (Research Vertical Team; Psy 5860, 5870, 6860, 6870), and clinical practica (Clerkships in Clinical Psychology; Psy 5890), evaluations on the associated scientist practitioner competencies are given biannually and reviewed in person with each student (Appendices C, D, and E).

At our biannual student development meetings, course grades (from Banner), the aforementioned scientist-practitioner competency evaluations (Appendices C, D, and E), and the aforementioned student activity reports (Appendices A and B) are reviewed for each student, resulting in two summaries—an overall scientist practitioner evaluation form and a narrative summary (Appendices N and O). Faculty mentors meet individually with each student to discuss this feedback.

With regard to faculty, they receive course evaluations from their students at the conclusion of
each semester (Appendices J, K, and L) which they individually review and provide to the
department chair for inclusion in their annual activity reports. These evaluations, along with a
faculty activity report, are given to the department chair to review and formal written feedback is
provided each January.

4. In what ways have you **used assessment findings** to celebrate student achievements and/or to improve
the curriculum this past year? *(e.g. prizes to students, hosting student parties, changes to curriculum,
student projects, learning goals, assessment strategies, etc.)*

Assessment findings are used in three ways.

First, information from student evaluations is used to evaluate the progress of each student in the
program and to identify areas of strength as well as areas in need of improvement.

Second, via monthly clinical faculty meetings and an annual retreat, faculty view information from
the APA Annual Report Online and student development meetings to address program issues. For
example, information from the Examination for Professional Practice in Psychology is used to
identify areas of curriculum strength and weakness. As evidenced in Appendix M, SLU’s scores are
higher than the average scores of accredited doctoral programs in all 8 areas assessed. APPIC and
clinical hours are used to examine the quantity of training opportunities afforded to our students in
their clinical placements.

Third, students who have published or presented research and/or who have obtained internships
are recognized each year at the Annual Severin Awards Banquet. Further, from among the
students leaving on internship, two public awards are given—one to the outstanding graduate
student of the year and the other to the student who has contributed the most to the program.

5. Describe any changes to your assessment plans, or any challenges or educational experiences with the
**assessment process** this past year that you would like to share.

We are working on automating some of our evaluation processes via a) the use of electronically
friendly scientist-practitioner competency forms which can be more readily completed and stored
electronically. Second, we are piloting on-line survey methods (via Redcap) to collect our biannual
student development information and alumni survey. This will allow for the collection of private
information in a secure way, higher response rates, easier data analysis, and easier storage.

*Please submit any revised/updated assessment plans to the University Assessment Coordinator along with
this report.*
List of Appendices

**Question 1:**

Appendix A: Biannual Evaluation; Student Activity Report; Data Not Aggregated
Appendix B: Student Evaluation Report Supplemental Information; Data Aggregated; Administered On-line
Appendix C: Student Evaluation; Report of Internal Clinical Supervisor; Data not Aggregated
Appendix D: Student Evaluation; Report of Internal Research Adviser; Data not Aggregated
Appendix E: Student Evaluation; Report of External Clinical Adviser; Data not Aggregated
Appendix F: APA Annual Report Online; Doctoral Program and Admissions
Appendix G: APA Annual Report Online; Doctoral Students
Appendix H: APA Annual Report Online; Matriculated Doctoral Students
Appendix I: APA Annual Report Online; Doctoral Faculty
Appendix J: Clinical Team Evaluation Form
Appendix K: Research Team Evaluation Form
Appendix L: Graduate Course Evaluation Form

**Question 2:**

Appendix M: Assessment Findings

**Question 3:**

Appendix N: Student Evaluation: Narrative Feedback Given to Students; Data not Aggregated
Appendix O: Student Evaluation: Overall Feedback Given to Students; Data not Aggregated
Appendix A: Biannual Evaluation; Student Activity Report; Data Not Aggregated

STUDENT ACTIVITY REPORT
For
the student development meeting, June 7, 2016

Name:
Advisor:
Year entered program:

Instructions: This form will provide the clinical faculty with information regarding your activities, progress, and future plans in the clinical program. Second, this form will provide a record of your accomplishments, achievements, and activities in the clinical program. It is to be completed twice yearly—December and June.

Please submit the following materials in hard and electronic copy to Catherine Donaldson and electronic copy to your advisor:

- The completed form
- Current vita
- Banner transcript showing spring 2016 grades

Please also complete the survey link in the email.

Many thanks.

Coursework:

1. Indicate below any missing grades or Incomplete grades, as well as plans or needs for changing these grades.

2. Indicate below your needs, interests, and/or plans for courses for meeting the degree requirements. What courses do you still need to complete for your degree? What electives are you interested in taking? Do you have any specialty interests?

Clinical Work:

1. Indicate any needs or interests for your clinical work in the PSC. Describe any perceived deficiencies in your clinical training (e.g., few child assessment cases, no couples work, etc.).

2. List all external placements and additional clinical work (e.g., Disability Determination evaluations) during last semester. For each placement, provide a description of your clinical duties and responsibilities. (Copy and paste to add additional sites.)

Site name:
Primary supervisor:
Other supervisors:
Starting date:
Ending date:
Avg # hours per week:
Pay per hour:
Description of clinical activities:

3. Indicate any interests or needs for external clinical training. What types of clinical problems or populations would you like to work with (e.g., Children’s Hospital, neuropsychological assessments, domestic violence, etc.)

4. Describe any other clinical related activities in which you have been engaged (e.g., workshops or colloquiums attended, specialized training, etc.)

Research:

1. Describe your current progress with the research requirements of the clinical program (i.e., thesis, dissertation). Provide expected timelines for completion of the major components of your thesis or dissertation (e.g., proposal meeting, IRB approval, data collection, data analysis, written draft, final written version, committee approval, oral defense)

2. Describe any additional research on which you have worked. Indicate your contributions to research. What is the current status of the research (i.e., has it led to a manuscript being prepared, submitted, or accepted)?

3. List below all presentations at professional meetings and conferences (use APA style).

4. List below all manuscripts submitted for publication, indicating the journal to which it was submitted and the results of editorial review (use APA style).

5. List below all articles accepted for publication or published (use APA style).

6. Indicate any interests or needs for your research training.

Teaching:

1. List any activities related to teaching (e.g., teaching assistant, instructor) during the last semester. Include the course name, semester taught (e.g., Fall 2002), enrollment, and your responsibilities

2. Indicate any interests in teaching. What courses would you like to teach?

3. Describe any specialized training in teaching. Have you completed or do you have any interest in completing the Certificate in University Teaching Skills or the Foundations Certificate available through the Reinert Center for Transformative Teaching and Learning? Have you taken or do you have interest in taking the Teaching of Psychology course?

Professional Activities:

1. List all professional organizations of which you are a student member, including any offices held.

2. Describe any professional service and/or leadership positions associated with the university, graduate school, department, or clinical program. Indicate your title and dates of service.

3. Indicate any other contributions to the profession or community.
Awards, Honors, and Achievements:

1. List any awards, honors and achievements you have received.

Funding:

1. Indicate sources of funding for the past semester and your anticipated funding for next year.

Program Requirements:

1. Please indicate your progress in terms of completion of degree requirements. Indicate your most recently completed requirement and your estimated time frame for completion of subsequent requirements. Requirements in order are:

______ selected thesis chair
______ proposed master’s thesis
______ advanced to master’s candidacy
______ defended master’s thesis
______ petitioned for acceptance to doctoral study
______ passed written preliminary examinations
______ proposed dissertation
______ defended dissertation

Other:

1. Please provide any other information you think is relevant to your education, training and professional development as a competent and ethical clinical psychologist.
Appendix B: Student Evaluation Report Supplemental Information; Data Aggregated; Administered On-line

Student Development Survey December 2015

First, we have a few identifying questions.

1. What is your name?

2. What is your year in the program?

   1
   2
   3
   4
   5

3. Did you enter the program with a bachelor’s degree, a clinical master’s degree, or another type of degree?

   bachelor’s degree
   clinical master’s degree
   other type of master’s degree

Please complete the following questions regarding your APPIC hours.

1. How many assessment hours do you have? ___

2. How many intervention hours do you have? ___

3. How many supervision hours do you have? ___

4. How many support hours do you have? ___

Please complete the following questions with regard to your research.

1. How many poster or paper presentations did you have in 2015? ___

2. How many peer reviewed publications did you have in 2015? ___

3. How many non-peer reviewed publications (e.g., book chapters, abstracts, commentaries) did you have in 2015? ___

4. How many manuscripts do you have under review? ___

Please answer the following questions regarding teaching.

1. Did you teach a course this semester (fall 2015)? WILL BE EXPANDED TO FULL YEAR IN FUTURE SURVEYS
   yes
   no

2. Were you a teaching assistant this semester (fall 2015)? WILL BE EXPANDED TO FULL YEAR IN FUTURE SURVEYS
TO BE ADDED TO FUTURE SURVEYS:

3. Have you completed any of the following teaching courses or certifications?

- I took the teaching of psychology course
- I am working toward the Foundations Certificate in university teaching skills
- I completed the Foundations Certificate in university teaching skills
- I am working toward the Certificate in university teaching skills
- I completed the Certificate in university teaching skills
- None of the above

Please answer the following questions that pertain to your professional development and service.

1. Were you a member of a professional organization (e.g., APA, ABCT, APS, etc.) in 2015?

   - yes
   - no

2. Did you attend any conferences in 2015?

   - yes
   - no

3. Did you attend any training workshops or seminars that weren’t part of your coursework? (Please exclude conferences in your answer to this question).

   - yes
   - no

4. Did you provide or organize any community activities (e.g., spoke with a student group; organized a support group, presented on a topic at your placement, etc.) in 2015?

   - yes
   - no

5. Did you engage in any volunteer work in a psychological capacity in 2015 (e.g., stress screener, summer camp, etc.)?

   - yes
   - no

6. With regard to your progress in the program (i.e., thesis, prelims, dissertation), please select the option that best represents the furthest step you have completed.

   - selected thesis chair
   - proposed master’s thesis
   - advanced to master’s candidacy
   - defended master’s thesis
petitioned for acceptance to doctoral study
passed written preliminary examinations
proposed dissertation
defended dissertation
Appendix C: Student Evaluation; Report of Internal Clinical Supervisor; Data not Aggregated

Clinical Vertical Team

Student:
Student Year Level:
Supervisor:
Semester / Year:

Evaluation scale
For each broad area, indicate whether the student exceeds year level expectations, meets year level expectations, needs improvement to meet year level expectations, or whose performance is unsatisfactory for year level expectations. Year 1 = emerging novice; Year 2 = novice; Year 3 = intermediate; Year 4/5 = proficient. Please check (X) any areas in which the student’s performance has been unsatisfactory (U) or needs improvement (NI).

A. Basic Skills, Attitudes, and Knowledge

1. Personality Characteristics, Intellectual, and Personal Skills
   □ Interpersonal skills: ability to listen and to be empathetic with others; respect for/interest in others’ cultures, experiences, values, points of view, goals, and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.
   □ Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity, and flexibility
   □ Affective skills: affect tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty
   □ Personality/Attitudes: desire to help others; openness to new ideas; honesty, integrity/valuing of ethical behavior; personal courage
   □ Expressive skills: ability to communicate one’s ideas, feelings, and information in verbal, non-verbal, and written forms
   □ Reflective skills: ability to examine and consider one’s own motives, attitudes, behaviors, and one’s effect on others
   □ Personal skills: personal organization, personal hygiene, appropriate dress

   Overall evaluation of personality characteristics, intellectual and personal skills:
   □ exceeds expectations □ meets expectations □ needs improvement □ unsatisfactory □ cannot rate

2. Core Knowledge
   a. Assessment & Clinical Interviewing
      □ Knowledge regarding psychopathology related to the population(s) served
      □ Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment

      assessment
      □ Knowledge of test construction, validity, score reliability and related assessment psychometrics
      □ Training in the principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating diagnoses,
goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome
☐ Training in the models of techniques of clinical interviewing

b. Psychopathology
☐ Knowledge and understanding of the scientific, theoretical, empirical, and contextual bases of psychopathology
☐ Training in diagnostic classification systems, including the DSM

c. Intervention (**Specific features of “Intervention” are more fully described in Section B.4 below.)
☐ Knowledge of scientific, theoretical, empirical and contextual bases of intervention
☐ Training in basic clinical skills, such as empathic listening, framing problems, etc.
☐ Training in the assessment of treatment progress and outcome.

d. Ethical and Legal
☐ Principles of ethical practice and decision making (APA, 2002)
☐ Legal knowledge related to the practice of psychology [Federal (e.g., HIPPA), State Law]

e. Individual and Cultural Difference (ICD)
☐ Knowledge and understanding of principles and findings related to ICD as they apply to professional psychology

Understanding of one’s own situation (e.g. one’s own ethnic/racial, socioeconomic, gender, sexual orientation; one’s attitudes towards diverse others) relative to the dimensions of ICS (e.g., class, race, physical disability, etc.)
☐ Understanding of one’s own situation (situation (e.g., one’s own ethnic/racial, socioeconomic, gender, sexual orientation; one’s attitudes towards diverse others) relative to the dimensions of ICS (e.g., class, race, physical disability, etc.)
☐ Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues, etc.)

f. Lifespan Development
☐ Knowledge and understanding of the scientific, theoretical, empirical, and contextual bases of development across the lifespan as they relate to clinical assessment, psychopathology, intervention, and ethics.

Overall evaluation of core knowledge:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

B. Skills Necessary to Demonstrate Competencies

1. Relationship/Interpersonal Skills
   a. With patients/clients/research participants

☐ Ability to take a respectful helpful professional approach to patients/clients/families.
☐ Ability to form a working alliance
Ability to deal with conflict, negotiate differences

Ability to understand and maintain appropriate professional boundaries

b. With colleagues
   - Ability to work collegially with other students and trainees
   - Ability to support others and their work and to gain support for one’s own work
   - Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers

c. With supervisors
   - Ability to work collaboratively with the supervisor; collaboration means understanding, sharing, and working by a set of common goals for supervision. Working cooperatively and collaboratively with the supervisor to enhance the student’s skills
   - Ability to prepare for supervision
   - Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors
   - Ability to self-reflect and self-evaluate regarding clinical and research skills and use of supervision including using good judgment as to when supervisory input is necessary

d. With support staff
   - Ability to be respectful of support staff roles and persons

e. With professional teams
   - Ability to participate fully in team’s work
   - Ability to understand and observe team’s operating procedures

f. With other professionals
   - Ability to communicate professionally and work collaboratively with other professionals both within and external to the setting or placement

g. With the practicum site (PSC and external placements) or research setting
   - Ability to understand and observe the agency’s operating procedures
   - Ability to participate in furthering the work and mission of the site
   - Ability to contribute in ways that will enrich the site as a practicum experience for future students

Overall evaluation of relationships/interpersonal skills:
   - exceeds expectations
   - meets expectations
   - needs improvement
   - unsatisfactory
   - cannot rate

2. Skills in Application of Research
   - Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases
   - Understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics, etc.

Overall evaluation of skills in applying research:
   - exceeds expectations
   - meets expectations
   - needs improvement
   - unsatisfactory
   - cannot rate

3. Psychological Assessment Skills
   - Ability to select and implement multiple methods and means of evaluation in ways that
are responsive to and respectful of diverse individuals, couples, families, and groups

☐ Ability to utilize systematic approaches to gathering data to inform clinical decision making
☐ Knowledge of psychometric issues and bases of assessment methods
☐ Knowledge of issues related to integration of different data sources
☐ Ability to integrate assessment data from different sources for diagnostic purposes
☐ Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches
☐ Capacity for effective use of supervision to implement and enhance skills

Overall—psychological assessment skills:
☐ exceeds expectations  ☐ meets expectations  ☐ needs improvement
☐ unsatisfactory  ☐ cannot rate

4. Intervention Skills
☐ Ability to formulate and conceptualize cases
☐ Ability to plan treatments
☐ Ability to implement intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including psychotherapy, psychoeducational interventions and crisis management, depending on the focus and scope of the problem
☐ Knowledge regarding psychotherapy theory, research, and practice
☐ Knowledge regarding the concept of empirically supported treatments methods and activities
☐ Knowledge regarding specific empirically supported treatment methods and activities
☐ Ability to apply specific empirically supported treatment methods (e.g. CBT, empirically supported relationships)
☐ Assessment of treatment progress and outcome
☐ Linking concepts of therapeutic process and change to intervention strategies and tactics
☐ Effective use of supervision to implement and enhance skills

Overall evaluation of intervention skills:
☐ exceeds expectations  ☐ meets expectations  ☐ needs improvement
☐ unsatisfactory  ☐ cannot rate

5. Consultation Skills/Interprofessional Collaborations
☐ Knowledge of unique client/patient care roles of other professionals
☐ Ability to effectively relate to other professionals in accordance with their unique client/patient roles
☐ Understanding of the consultant’s role as an information provider to another professional who will ultimately be the client/patient care decision maker
☐ Capacity for dialoging with other professionals which avoids use of psychological jargon
☐ Ability to choose an appropriate means of assessment to answer referral questions
☐ Ability to implement a systematic approach to data collection in a consultative role
☐ Consultative reports are well organized, succinct, and provide useful and relevant recommendations to other professionals
Overall evaluation of consultation skills/interpersonal collaborations:
☐ exceeds expectations  ☐ meets expectations  ☐ needs improvement
☐ unsatisfactory  ☐ cannot rate

6. Diversity – Individual and Cultural Differences
☐ Knowledge of self in the context of diversity (one’s own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world.)
☐ Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic population) and in the conduct of research
☐ Ability to work effectively with diverse others in assessment, treatment, consultation and research

Overall evaluation of diversity, individual and cultural differences:
☐ exceeds expectations  ☐ meets expectations  ☐ needs improvement
☐ unsatisfactory  ☒ cannot rate

7. Ethics
☐ Knowledge of ethical/professional codes, standards, and guidelines; knowledge of statuses, rules, regulations and case law relevant to the science and practice of psychology
☐ Recognize and analyze ethical and legal issues across the range of professional activities in clinical work and in conducting research
☐ Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in clinical work and in conducting research
☐ Seek appropriate information and consultation when faced with ethical issues
☐ Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).
☐ Evidence commitment to ethical reasoning and conduct in clinical work and in research

Overall evaluation of ethics:
☐ exceeds expectations  ☐ meets expectations  ☐ needs improvement
☐ unsatisfactory  ☐ cannot rate

8. Professional Development
a. Professional Skills for Effective Clinical Practice
☐ Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports) in both clinical work and in conducting research; arriving promptly at meetings and appointments
☐ Developing an organized, disciplined approach to writing and maintaining notes and records in clinical work and to writing related to the conduct of research
☐ Negotiating/ managing fees and payments in clinical work
☐ Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.
Organizing and presenting ideas and information
How to self-identify personal distress, particularly as it relates to clinical work
How to seek and use resources that support healthy functioning when experiencing personal distress
Organizing one’s day, including time for clinical notes and records, for research activities, for rest and recovery, etc.

b. Professional Development
Competencies

- Critical thinking and analysis
- Using resources to promote effective practice (e.g. published information, input from colleagues, technological resources)
- Using resources to promote effective research (e.g. empirical literature, input from colleagues, technological resources)
- Responsibility and accountability relative to one’s level of training and seeking consultation when needed
- Time management
- Self-awareness, understanding, and reflection
- Self-care
- Awareness of personal identity (e.g., relative to individual and cultural differences)
- Awareness of one’s own beliefs and values as they relate to and impact professional clinical and research activities
- Social intelligence; ability to interact collaboratively and respectfully with other colleagues
- Willingness to acknowledge and correct errors
- Ability to create and conduct an effective presentation

Overall evaluation of professional development:
- exceeds expectations
- meets expectations
- needs improvement
- unsatisfactory
- cannot rate

C. Metaknowledge/ Metacompetencies – Skilled Learning

- Knowing the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation of clinical and research skills
- The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors)
- Knowledge of the process for extending current skills into new areas
- Knowledge of the epistemologies underlying various aspects of clinical practice (e.g., assessment, diagnosis, treatment)
Commitment to life-long learning and quality improvement

Awareness of one’s identity as a psychologist; an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist

Overall evaluation of metaknowledge/metacompetencies—skilled learning:

☐ exceeds expectations  ☐ meets expectations  ☐ needs improvement

☐ unsatisfactory  ☐ cannot rate

D. Comments

__________________________________________________________  ________________________________________
Supervisor’s Signature   Student’s Signature
Appendix D: Student Evaluation; Report of Internal Research Adviser; Data not Aggregated

Scientist-Practitioner Competencies Evaluation
Research Vertical Team

Student:  Click here to enter text.
Student Year Level:  Click here to enter text.
Supervisor:  Click here to enter text.
Semester / Year:  Click here to enter text.

Evaluation scale
For each broad area, indicate whether the student exceeds year level expectations, meets year level expectations, needs improvement to meet year level expectations, or whose performance is unsatisfactory for year level expectations. Year 1 = emerging novice; Year 2 = novice; Year 3 = intermediate; Year 4/5 = proficient. Please check (X) any areas in which the student’s performance has been unsatisfactory (U) or needs improvement (NI).

A. Basic Skills, Attitudes, and Knowledge

1. Personality Characteristics, Intellectual, and Personal Skills
   ☐ Interpersonal skills: ability to listen and to be empathetic with others; respect for/interest in others’ cultures, experiences, values, points of view, goals, and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.
   ☐ Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity, and flexibility
   ☐ Affective skills: affect tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty
   ☐ Personality/Attitudes: desire to help others; openness to new ideas; honesty, integrity/valuing of ethical behavior; personal courage
   ☐ Expressive skills: ability to communicate one’s ideas, feelings, and information in verbal, non-verbal, and written forms
   ☐ Reflective skills: ability to examine and consider one’s own motives, attitudes, behaviors, and one’s effect on others
   ☐ Personal skills: personal organization, personal hygiene, appropriate dress

   Overall evaluation of personality characteristics, intellectual and personal skills:
   ☐ exceeds expectations ☐ meets expectations ☐ needs improvement
   ☐ unsatisfactory ☐ cannot rate

2. Core Knowledge
   a. Assessment & Clinical Interviewing
      ☐ Knowledge regarding psychopathology related to the population(s) served
      ☐ Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment
      assessment
      ☐ Knowledge of test construction, validity, score reliability and related assessment psychometrics
Training in the principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome.

Training in the models of techniques of clinical interviewing

b. Psychopathology

Knowledge and understanding of the scientific, theoretical, empirical, and contextual bases of psychopathology.

Training in diagnostic classification systems, including the DSM.

c. Intervention (**Specific features of “Intervention” are more fully described in Section B.4 below.)

Knowledge of scientific, theoretical, empirical and contextual bases of intervention.

Training in basic clinical skills, such as empathic listening, framing problems, etc.

Training in the assessment of treatment progress and outcome.

d. Ethical and Legal

Principles of ethical practice and decision making (APA, 2002)

Legal knowledge related to the practice of psychology [Federal (e.g., HIPPA), State Law]

e. Individual and Cultural Difference (ICD)

Knowledge and understanding of principles and findings related to ICD as they apply to professional psychology.

Understanding of one’s own situation (e.g. one’s own ethnic/racial, socioeconomic, gender, sexual orientation; one’s attitudes towards diverse others) relative to the dimensions of ICS (e.g., class, race, physical disability, etc.)

Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues, etc.)

f. Lifespan Development

Knowledge and understanding of the scientific, theoretical, empirical, and contextual bases of development across the lifespan as they relate to clinical assessment, psychopathology, intervention, and ethics.

g. Biological Aspects of Behavior

Knowledge and understanding of the broad theoretical, empirical, conceptual, methodological, sociocultural, historical and technical foundations of the biological aspects of behavior.

h. Cognitive-Affective Aspects of Behavior

Knowledge and understanding of the broad theoretical, empirical, conceptual, methodological, sociocultural, historical and technical foundations of the cognitive-affective aspects of behavior.

i. Social Aspects of Behavior

Knowledge and understanding of the broad theoretical, empirical, conceptual, methodological, sociocultural, historical and technical foundations of the social aspects
of behavior.

j. Statistics
☐ Knowledge and understanding of statistics and techniques of data analyses in the behavioral sciences.

k. Research Methods
☐ Knowledge and understanding of research methods in the behavioral sciences.

l. Psychometric Theory
☐ Knowledge and understanding of psychological measurement and psychometric theory.

m. History and Systems of Psychology
☐ Knowledge and understanding of history and systems of psychology.

Overall evaluation of core knowledge:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

B. Skills Necessary to Demonstrate Competencies
1. Relationship/Interpersonal Skills
   a. With research participants
      ☐ Ability to take a respectful helpful professional approach to research participants
      ☐ Ability to understand and maintain appropriate professional boundaries
   b. With colleagues
      ☐ Ability to work collegially with other students and trainees
      ☐ Ability to support others and their work and to gain support for one’s own work
      ☐ Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers
   c. With supervisor(s) (e.g., research mentor, committee members)
      ☐ Ability to work collaboratively with the research supervisor and committee members; collaboration means understanding, sharing, and working by a set of common goals for supervision; working cooperatively and collaboratively with the supervisor and committee members to enhance the student’s skills
      ☐ Ability to prepare for research supervision
      ☐ Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors
      ☐ Ability to self-reflect and self-evaluate regarding research skills and use of supervision including using good judgment as to when supervisory input is necessary
   d. With support staff
      ☐ Ability to be respectful of support staff roles and persons
   e. With research team
      ☐ Ability to participate fully in the research team’s work
      ☐ Ability to understand and observe team’s operating procedures
   f. With other professionals
      ☐ Ability to communicate professionally and work collaboratively with other professionals involved in the research
   g. With the research site
1. Ability to understand and observe the agency’s operating procedures
2. Ability to participate in furthering the work and mission of the site
3. Ability to contribute in ways that will enrich the site as a research opportunity for other students

Overall evaluation of relationships/interpersonal skills:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

2. Research Skills
☐ Ability to formulate a research question that contributes to the field and society
☐ Ability to conduct a thorough and relevant literature review; ability to critically review research literature
☐ Ability to develop and articulate hypotheses appropriate to the research question(s)
☐ Ability to incorporate operationally defined, measurable constructs into research methods
☐ Ability to select and use psychometrically sound measures in research design
☐ Ability to use appropriate, “best practices” methods of data analyses; data analyses are consistent with the hypotheses
☐ Understanding and compliance with Institutional Review Board policies and procedures
☐ Ability to present conclusions and discussion that are reflective of the research findings
☐ Ability to articulate limitations in the research design and methodology

Overall evaluation of research skills:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

2. Diversity – Individual and Cultural Differences
☐ Knowledge of self in the context of diversity (one’s own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the conducting research with diverse others (i.e., knowledge of self in the diverse world.)
☐ Knowledge about the nature and impact of diversity in different research situations (e.g., conducting research with specific racial/ethnic population)
☐ Ability to work effectively with diverse others in conducting research

Overall evaluation of individual and cultural differences:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

4. Ethics
☐ Knowledge of ethical/professional codes, standards, and guidelines; knowledge of statuses, rules, regulations and case law relevant to conducting psychological research
☐ Recognize and analyze ethical and legal issues across the range of professional activities in conducting research
☐ Recognize and understand the ethical dimensions/features of his/her own attitudes in conducting research
☐ Seek appropriate information and consultation when faced with ethical issues
Practices appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).

Evidence commitment to ethical practice in conducting research

Overall evaluation of ethics:
☐ exceeds expectations  ☐ meets expectations  ☐ needs improvement  ☐ unsatisfactory  ☐ cannot rate

5. Professional Development

a. Professional Skills for Conducting Research

☐ Timeliness: completing tasks in allotted/appropriate time; arriving promptly at meetings and appointments
☐ Developing an organized, disciplined approach to writing related to the conduct of research
☐ Organizing and presenting research including research questions, hypotheses, methods, data analyses, results, discussion of findings, and limitations.
☐ How to self-identify personal distress, particularly as it relates to research work
☐ How to seek and use resources that support healthy functioning when experiencing personal distress
☐ Organizing one’s day, including time for research activities, for rest and recovery, etc.

b. Professional Development Competencies

☐ Critical thinking and analysis
☐ Using resources to promote the effective conduct of research (e.g. empirical literature, input from colleagues, technological resources)
☐ Responsibility and accountability relative to one’s level of training and seeking consultation when needed
☐ Time management
☐ Self-awareness, understanding, and reflection
☐ Self-care
☐ Awareness of personal identity (e.g., relative to individual and cultural differences)
☐ Awareness of one’s own beliefs and values as they relate to and impact professional research activities
☐ Social intelligence; ability to interact collaboratively and respectfully with other colleagues
☐ Willingness to acknowledge and correct errors
☐ Ability to create and conduct an effective presentation

Overall evaluation of professional development:
☐ exceeds expectations  ☐ meets expectations  ☐ needs improvement  ☐ unsatisfactory  ☐ cannot rate

C. Metaknowledge/ Metacompetencies – Skilled Learning

☐ Knowing the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation of clinical and research
The ability to use supervision, consultation and other resources to improve and extend research skills (note the related relationship competence – to work collegially and responsibly with supervisors)

Knowledge of the process for extending current skills into new areas

Knowledge of the epistemologies underlying various aspects of psychological research

Commitment to life-long learning and quality improvement as a scientist

Awareness of one’s identity as a psychologist; an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist engaged in the conduct of psychological research

Overall evaluation of metaknowledge/metacompetencies—skilled learning:
- exceeds expectations
- meets expectations
- needs improvement
- unsatisfactory
- cannot rate

D. Comments

Click here to enter text.

Supervisor Signature  Student’s Signature

Appendix E: Student Evaluation; Report of External Clinical Adviser; Data not Aggregated

Student Professional Development
Scientist-Practitioner Competencies
Clinical Placement

Student:  Click here to enter text.
Student Year Level:  Click here to enter text.
Supervisor:  Click here to enter text.
Semester / Year:Click here to enter text.

For each Overall area listed below, indicate whether the student exceeds year level expectations (i.e., an areas of strength for the student’s level of professional development), meets year level
expectations (i.e., student is at their expected level of professional development), *needs improvement* to meet year level expectations (i.e., improvement in this areas would enhance the student’s professional development), or whose performance is *unsatisfactory* for year level expectations (i.e., student is not at the expected level of professional development.

Please check (X) any areas in which the student’s professional development needs improvement (NI) or is considered unsatisfactory (U).

**A. Basic Skills, Attitudes, and Knowledge**

1. **Personality Characteristics, Intellectual, and Personal Skills**
   - Interpersonal skills: ability to listen and to be empathetic with others; respect for/interest in others’ cultures, experiences, values, points of view, goals, and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.
   - Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity, and flexibility
   - Affective skills: affect tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty
   - Personality/Attitudes: desire to help others; openness to new ideas; honesty, integrity/value of ethical behavior; personal courage
   - Expressive skills: ability to communicate one’s ideas, feelings, and information in verbal, non-verbal, and written forms
   - Reflective skills: ability to examine and consider one’s own motives, attitudes, behaviors, and one’s effect on others
   - Personal skills: personal organization, personal hygiene, appropriate dress

**Overall**—personality characteristics, intellectual and personal skills:
- ☐ exceeds expectations  ☐ meets expectations  ☐ needs improvement
- ☐ unsatisfactory  ☐ cannot rate

2. **Core Knowledge**
   a. Assessment & Clinical Interviewing
      - ☐ Knowledge regarding psychopathology related to the population(s) served
      - ☐ Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment
      - ☐ Knowledge of test construction, validity, score reliability and related assessment psychometrics
      - ☐ Training in the principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome
      - ☐ Training in the models of techniques of clinical interviewing
   b. Psychopathology
      - ☐ Knowledge and understanding of the scientific, theoretical, empirical, and contextual bases of psychopathology
      - ☐ Training in diagnostic classification systems, including the DSM
   c. Intervention (**Specific features of “Intervention” are more fully described in Section B.4**
Knowledge of scientific, theoretical, empirical and contextual bases of intervention
Training in basic clinical skills, such as empathic listening, framing problems, etc.
Training in the assessment of treatment progress and outcome

**d. Ethical and Legal**
- Principles of ethical practice and decision making (APA, 2002)
- Legal knowledge related to the practice of psychology [Federal (e.g., HIPPA), State Law]

**e. Individual and Cultural Difference (ICD)**
- Knowledge and understanding of principles and findings related to ICD as they apply to professional psychology

Understanding of one’s own situation (e.g. one’s own ethnic/racial, socioeconomic, gender, sexual orientation; one’s attitudes towards diverse others) relative to the dimensions of ICS (e.g., class, race, physical disability, etc.)

Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues, etc.)

**f. Lifespan Development**
- Knowledge and understanding of the scientific, theoretical, empirical, and contextual bases of development across the lifespan as they relate to clinical assessment, psychopathology, intervention, and ethics.

**Overall—core knowledge:**
- exceeds expectations
- meets expectations
- needs improvement
- unsatisfactory
- cannot rate

**B. Skills Necessary to Demonstrate Competencies**

**Relationship/Interpersonal Skills**

**a. With patients/clients/families**
- Ability to take a respectful helpful professional approach to patients/clients/families.
- Ability to form a working alliance
- Ability to deal with conflict, negotiate differences
- Ability to understand and maintain appropriate professional boundaries

**b. With colleagues**
- Ability to work collegially with other students and trainees
- Ability to support others and their work and to gain support for one’s own work
- Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers

**c. With supervisors**
- Ability to work collaboratively with the supervisor; Collaboration means understanding, sharing, and working by a set of common goals for supervision. Working cooperatively and collaboratively with the supervisor to enhance the student’s skills
☐ Ability to prepare for supervision
☐ Ability/willingness to accept supervisory input, including direction; ability to follow supervision and
direction
  through on recommendations;
  ability to negotiate needs for autonomy from and dependency on supervisors
☐ Ability to self-reflect and self-evaluate regarding clinical skills and use of supervision
  including using good judgment
  as to when supervisory input is necessary
d. With support staff
  ☐ Ability to be respectful of support staff roles and persons
e. With professional teams
  ☐ Ability to participate fully in team’s work
  ☐ Ability to understand and observe team’s operating procedures
f. With other professionals
  ☐ Ability to communicate professionally and work collaboratively with other professionals
  both within and external to the setting or placement
g. With the practicum site (PSC and external placements)
  ☐ Ability to understand and observe the agency’s operating procedures
  ☐ Ability to participate in furthering the work and mission of the clinical training site
  ☐ Ability to contribute in ways that will enrich the site as a practicum experience for future students

Overall—relationship/interpersonal skills:
  ☐ exceeds expectations ☐ meets expectations ☐ needs improvement
  ☐ unsatisfactory ☐ cannot rate

Skills in Application of Research
  ☐ Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases
  ☐ Understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics, etc.

Overall—skills in applying research:
  ☐ exceeds expectations ☐ meets expectations ☐ needs improvement
  ☐ unsatisfactory ☐ cannot rate

Psychological Assessment Skills
  ☐ Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups
  ☐ Ability to utilize systematic approaches to gathering data to inform clinical decision making
  ☐ Knowledge of psychometric issues and bases of assessment methods
  ☐ Knowledge of issues related to integration of different data sources
  ☐ Ability to integrate assessment data from different sources for diagnostic purposes
  ☐ Ability to formulate and apply diagnoses; to understand the strengths and limitations of
current diagnostic approaches
☐ Capacity for effective use of supervision to implement and enhance skills

Overall—psychological assessment skills:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

Intervention Skills
☐ Ability to formulate and conceptualize cases
☐ Ability to plan treatments
☐ Ability to implement intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including psychotherapy, psychoeducational interventions and crisis management, depending on the focus and scope of the problem
☐ Knowledge regarding psychotherapy theory, research, and practice
☐ Knowledge regarding the concept of empirically supported treatments methods and activities
☐ Knowledge regarding specific empirically supported treatment methods and activities
☐ Ability to apply specific empirically supported treatment methods (e.g. CBT, empirically supported relationships)
☐ Assessment of treatment progress and outcome
☐ Linking concepts of therapeutic process and change to intervention strategies and tactics
☐ Effective use of supervision to implement and enhance skills

Overall—intervention skills:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

Consultation Skills/Interprofessional Collaborations
☐ Knowledge of unique client/patient care roles of other professionals
☐ Ability to effectively relate to other professionals in accordance with their unique client/patient roles
☐ Understanding of the consultant’s role as an information provider to another professional who will ultimately be the client/patient care decision maker
☐ Capacity for dialoging with other professionals which avoids use of psychological jargon
☐ Ability to choose an appropriate means of assessment to answer referral questions
☐ Ability to implement a systematic approach to data collection in a consultative role
☐ Consultative reports are well organized, succinct, and provide useful and relevant recommendations to other professionals

Overall—consultation skills/interpersonal collaborations:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

Diversity – Individual and Cultural Differences
☐ Knowledge of self in the context of diversity (one’s own beliefs, values, attitudes,
stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world.)

☐ Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic population)

☐ Ability to work effectively with diverse others in assessment, treatment, and consultation

**Overall**—diversity, individual and cultural differences:
- ☐ exceeds expectations
- ☐ meets expectations
- ☐ needs improvement
- ☐ unsatisfactory
- ☐ cannot rate

**Ethics**

☐ Knowledge of ethical/professional codes, standards, and guidelines; knowledge of statuses, rules, regulations and case law relevant to the practice of psychology

☐ Recognize and analyze ethical and legal issues across the range of professional activities in clinical work

☐ Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in clinical work

☐ Seek appropriate information and consultation when faced with ethical issues

☐ Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).

☐ Evidence commitment to ethical practice in clinical work

**Overall**—ethics:
- ☐ exceeds expectations
- ☐ meets expectations
- ☐ needs improvement
- ☐ unsatisfactory
- ☐ cannot rate

**Professional Development**

a. Professional Skills for Effective Clinical Practice

☐ Timeliness: completing professional tasks in allotted/appropriate time (e.g., evaluations, notes, reports) in clinical work; arriving promptly at meetings and appointments

☐ Developing an organized, disciplined approach to writing and maintaining notes and records in clinical work

☐ Negotiating/ managing fees and payments in clinical work

☐ Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.

☐ Organizing and presenting ideas and information related to clinical work

☐ How to self-identify personal distress, particularly as it relates to clinical work

☐ How to seek and use resources that support healthy functioning when experiencing personal distress

☐ Organizing one’s day, including time for clinical notes and records, for rest and recovery, etc.

b. Professional Development Competencies
Critical thinking and analysis
Using resources to promote effective practice (e.g. published information, input from colleagues, technological resources)
Responsibility and accountability relative to one’s level of training and seeking consultation when needed
Time management
Self-awareness, understanding, and reflection
Self-care
Awareness of personal identity (e.g., relative to individual and cultural differences)
Awareness of one’s own beliefs and values as they relate to and impact professional clinical activities
Social intelligence; ability to interact collaboratively and respectfully with other colleagues
Willingness to acknowledge and correct errors
Ability to create and conduct an effective presentation

Overall—professional development:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

C. Meta-knowledge/ Meta-competencies – Skilled Learning

Knowing the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation of clinical skills

The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors)

Knowledge of the process for extending current skills into new areas

Knowledge of the epistemologies underlying various aspects of clinical practice (e.g., assessment, diagnosis, treatment)

Commitment to life-long learning and quality improvement

Awareness of one’s identity as a psychologist; an aspect and reflection of meta-knowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist

Overall—metaknowledge/meta-competencies—skilled learning:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

D. Comments
Appendix F: APA Annual Report: Doctoral Program and Admissions

2016 Data Preparation Sheet – Doctoral: Program & Admissions

Program Information*

1. Academic year start date: _____ / _____ /_____
   (mm) (dd) (yyyy)
   *This should be the actual start date for the 2015-2016 academic year. The system will automatically calculate and display the academic year’s start and end dates based on the previous ARO’s reporting period. If you cannot enter your desired start date, contact the office.

2. Has your program experienced any significant changes in financial support during the current reporting year?     ____Yes     ____No
   If yes, please describe the changes: ___________________________________________
   _______________________________________________________________________

3. URL for the webpage that contains the data required in IR C-20, titled “Student Admissions, Outcomes and Other Data”: ___________________________________________________

4. URL for Program’s website:
   *This should be the program’s website, NOT institution/department website.

Students* (students for the 2015-2016 academic year)

1. Number who applied to program for 2015-2016 admission:

2. Number who were offered admission into program for the 2015-2016 year:

The following questions correspond to the reliability check feature in the ARO. This check is available on the Submit page during the ARO. The system will test whether the number of students entered for these items match the actual content of individual records. If the number of profiles in the ARO Students section does not match the number of students here, the ARO will not allow submission. Please note, these categories are limited to the ARO and do not interfere with the interpretation of data provided for other accreditation purposes.

3.¹ Number of students for whom this is the year of first enrollment:
   (New students who entered program in the 2015-2016 academic year and did not withdraw)

4.² Number of students whose doctoral degrees were conferred on their transcripts:
   (i.e., successful completion)

5.³ Number of students no longer enrolled for any reason other than conferral of doctoral degree:
   (Number of students (returning or first-year) who left the program for any reason other than successful completion)

6.⁴ Number of students still enrolled in program, excluding new students, graduates and withdrawals:
   (This is a sum of all non-first year students continuing in your program)

7. Number of students who sought or applied for an internship for 2016-2017 training year:
   (Enter the total number of students who sought or applied to any internship for the following reporting year. Include students who withdrew from the internship application process)
8. Number of students who obtained an internship for **2016-2017 training year**: (Enter the total number of students who obtained an internship for the following reporting year)

Faculty*

1. Number of Core Program Faculty Members:
   (Core program faculty members devote at least 50% of their professional time to program-related activities).

2. Number of Associated Program Faculty Members:
   (Associated program faculty members have responsibilities within the program for teaching, advising, etc.)

31. Number of Other Contributors:
   (Other contributing faculty members are involved, but to a much more limited extent than core or associated faculty and have minimal contact with students.)
Demographics*

1. Name: __________________ __________________ _______________________
        (First)                                 (Middle)                             (Last)
*First and last names are required. All information on individuals or their identities provided to the CoA for
accreditation purposes will be confidential and for the sole purpose of accreditation. Skip to Annual Updates
if student is not new and only needs an update to an existing profile.

2. Gender (please select one):
   ____Female   ____Male   ____Transgender   ____Other

3. Race-Ethnicity (please select all that apply):
   ____American Indian or Alaska Native   ____Native Hawaiian or Other Pacific Islander
   ____Asian                             ____White
   ____Black or African American         ____Not Reported
   ____Hispanic-Latino                   ____N/A, Canadian Institution

*Please consult the U.S. Dept. of Education’s website for descriptions of each category.

4. Subject to the Americans with Disabilities Act (ADA):
   ____Yes   ____No

5. Foreign National:
   ____Yes   ____No

Education

1. Undergraduate Institution name:* ________________________________________

2. Undergraduate Degree Year:* _________________________________________

3. Undergraduate GPA (4.0 scale):* ______________________________
   *(Use a 4.00 scale. If international student, consult your registrar’s office for conversion formula.)*
   *For questions 4 and 5, answer only for the applicable version of the test. For questions 4-7, please provide
   percentiles if available.*

4. Verbal GRE:
   ____ (200-800 scale) ____ (percentile)
   ____ (130-170 scale) ____ (percentile)

5. Quantitative GRE:
___ (200-800 scale) ___ (percentile)
___ (130-170 scale) ___ (percentile)

6. Analytic Writing GRE:
   ___ (6-point scale) ___ (percentile)

7. Advanced Psychology GRE:
   ___ (200-990 scale) ___ (percentile)

8. Respecialization student:* (Respecialization is when a student, who already holds a doctoral degree in an area of psychology, enrolls in another substantive area.)
   ___Yes ___No

Annual Updates

Professional Activities* (For events that occurred in the 2015-2016 academic year ONLY)

1. Member Professional/Research Society:
   ___Yes ___No

2. Scientific Publications:
   (Number of books, book chapters, or articles in peer-reviewed professional/scientific journals of which a student was an author or co-author. Publications “in press,” “under review,” or “submitted” should not be counted here)
   ____________

3. Scientific Presentations:
   (Number of workshops, oral presentations and/or poster presentations at professional meetings of which a student was an author or co-author)
   ____________

4. Involved in leadership roles/activities professional organizations:
   (e.g., Roles in local, state/provincial, regional, or national organizations)
   ___Yes ___No

5. Presented a psychological topic to lay or community audience:
   ___Yes ___No

Doctoral Internship

1. Indicate if student sought or applied for a doctoral internship that begins during the next academic year (2016-2017 academic year):*
   ___Yes, applied for internship
   ___Yes, applied for second 1-year part-time internship (already completed a 1-year part-time program)
   ___No, student still enrolled in a 2-year part-time internship
   ___No, student previously completed the full internship requirement (1-year full-time or equivalent)
   ___No, did not apply for internship

*If yes, please answer question 2. If no, skip to Enrollment Information section.
2. Indicate if student obtained an internship that begins next academic year (2016-2017 academic year):  ____ Yes  ____ No
   If yes, please answer questions 3-10. If no, skip to Enrollment Information section.

3. Expected internship start date:
   _____ / _____ /_____  
   (mm)         (dd)      (yyyy)

4. Expected internship end date:
   _____ / _____ /_____  
   (mm)        (dd)      (yyyy)

5. Indicate if internship is APA/CPA-accredited:  
   ____ Yes  ____ No

6. APA/CPA-Accredited Internship Program name: ____________________

7. Indicate if internship is affiliated with another membership organization (please select one):
   ____ APPIC
   ____ CAPIC
   ____ CDSSPP
   ____ Other

8. Indicate if internship is:   ____ one year  ____ two years

9. Indicate if internship is:   ____ full-time  ____ part-time

10. Indicate if internship is:   ____ funded  ____ not funded/not fully funded

**Enrollment Information**

1. Date started program (applies to new students in 2015-2016 cohort only):*  
   _____ / _____ /_____  
   (mm)        (dd)      (yyyy)

2. Date left program (if applicable):  
   _____ / _____ /_____  
   (mm)        (dd)      (yyyy)

   *If student left during the academic year, please answer question 2a. If not, skip to question 3.  
   If successfully completed, choose the date of program completion on the official transcript noting when the person's degree was conferred.

2a. Reason left program (please select the most applicable):
   ____ Successful completion of program
   ____ Academic reasons
   ____ Awarded terminal master’s degree
   ____ Change in psychology area specialization
   ____ Change in career / Employed elsewhere
   ____ Death of student
   ____ Did not return from absence
   ____ Dismissed – failed program requirements
3. __________ Family or relationship matters
    __________ Financial
    __________ Health / Medical
    __________ New interest outside psychology
    __________ No reason provided to program
    __________ Personal reasons
    __________ Student relocated
    __________ Transferred to a different university
    __________ Transferred to follow academic advisor
    __________ Voluntary withdrawal – academic difficulties
    __________ Other Reasons

Academic status (official status should be noted for all students including those on internship or completing dissertation work):*

    __________ Full-Time  __________ Part-Time  __________ N/A (ex. leave of absence)
### Appendix H: APA Annual Report: Matriculated Doctoral Students

#### 2016 Data Preparation Sheet – Doctoral: Graduate

(To be completed for all students that graduated 1-3 years ago. Update Licensure info until licensed or for up to 10 years, whichever comes first)

1. Name: _____________________ _____________________ __________________________
   (First)                                 (Middle)                                              (Last)

   First and last names are required. All information on individuals or their identities provided to the CoA for accreditation purposes will be confidential and for the sole purpose of accreditation.

   *Note: the following items pertain to occurrences in the 2015-2016 academic year only.*

### Formal Postdoctoral Training Program

The same position should not be entered for both formal postdoctoral training and professional employment. This section is required for all students that graduated one to three years ago.

1. Indicate if graduate is in a formal postdoctoral training program:*

   (Note: This does not have to be an accredited Postdoctoral program.)
   
   ___Yes ___No

   *If yes, please answer questions 1a-1b. If no, skip to Professional Employment section.*

   1a. Select the emphasis of the formal postdoctoral training program:

   ___Primarily Clinical                   ___Primarily Research
   ___Equally Clinical and Research       ___Other

   If other, please specify: __________________________________________________________________________

   1b. Select all activities that apply to this position:

   ___Administration           ___Assessment          ___Consultation
   ___Psychotherapy ____ Research   ___Supervision
   ___Teaching    ____Unknown            ___Other

### Professional Employment

This section is required for all students that graduated one to three years ago.

1. Indicate if graduate is employed professionally (not formal postdoctoral training):*

   ___Yes ___No

   *If yes, please answer questions 1a-1c. If no, skip to State Licensed section.*

   1a. Select all setting types that apply to this position:

   ___Academic Teaching                   ___Community Mental Health Center
   ___Consortium                          ___Correctional Facility
   ___Health Maintenance Organization    ___Hospital/Medical Center
   ___Independent Practice               ___Psychiatric Facility
____School District or System       ____University Counseling Center
____Other

1b. Select all activities that apply to this position:
   ____Administration       ____Assessment       ____Consultation
   ____Psychotherapy        ____Research         ____Supervision
   ____Teaching            ____Unknown          ____Other

1c. Enter the job title of this position: ______________________________________

State Licensed Psychologist*
This question is required for all students that graduated between one and ten years ago or until the graduate is licensed.

1. Indicate if the graduate obtained a license as a psychologist:

(If graduate does not plan to pursue licensure, please select “No”)
   ____Yes       ____No       ____Not yet eligible for licensing
Appendix I: APA Annual Report: Doctoral Faculty

2016 Data Preparation Sheet – **Doctoral: Faculty**

**Faculty Profile** (This section is completed for the first year the faculty member appears in the ARO. Aside from first and last name, skip to Annual Updates if updating a profile that already exists)

**Demographics***

1. **Name:** ___________________ ___________________ ___________________
   (First)   (Middle)   (Last)

   First and last names are an ARO requirement. All information on individuals or their identities provided to the CoA for accreditation purposes will be confidential and for the sole purpose of accreditation.

2. **Gender (please select one):**
   - ____ Female   ____ Male   ____ Transgender   ____ Other

3. **Race-Ethnicity (please select all that apply):**
   - ____ American Indian or Alaska Native
   - ____ Native Hawaiian or Other Pacific Islander
   - ____ Asian
   - ____ White
   - ____ Black or African American
   - ____ Not Reported
   - ____ Hispanic-Latino
   - ____ N/A, Canadian Institution

   Please consult the [U.S. Dept. of Education’s website](https://www.ed.gov) for descriptions of each category

4. **Subject to the Americans with Disabilities Act (ADA):**
   - ____ Yes   ____ No

5. **Foreign National:**
   - ____ Yes   ____ No

**Qualifications***

1. **Trained in an Accredited Graduate Program (specialized accreditation, not regional):**
   - ____ Yes   ____ No   ____ N/A

2. **Graduate program substantive area:**
   - ____ Clinical Psychology
   - ____ Counseling Psychology
   - ____ School Psychology
   - ____ Combined, Clinical-Counseling
   - ____ Combined, Clinical-School
   - ____ Combined, Counseling-School
   - ____ Combined, Clinical-Counseling-School
   - ____ Other
     - If Other: ___________________________________________________________

3. **Licensed in Field:**
   - ____ Yes   ____ No   ____ N/A
4. **ABPP Diplomate:**
   - Yes
   - No
   - N/A

4a. **ABPP Diplomate Specialty Area (please select all that apply):**
   - Clinical Child & Adolescent Psychology
   - Clinical Health Psychology
   - Clinical Neuropsychology
   - Clinical Psychology
   - Cognitive & Behavioral Psychology
   - Counseling Psychology
   - Couple & Family Psychology
   - Forensic Psychology
   - Group Psychology
   - Organizational & Business Consulting Psychology
   - Psychoanalysis in Psychology
   - Rehabilitation Psychology
   - School Psychology

5. **APA Fellow:**
   - Yes
   - No
   - N/A

6. **Nationally certified as a school psychologist:**
   - Yes
   - No
   - N/A

---

**Annual Updates* (For events that occurred in the 2015-2016 academic year ONLY)**

1. **Member Professional/Research Society:**
   - Yes
   - No

2. **Scientific Publications:**
   (Indicate if the person was the author or co-author of books, book chapters or articles in peer-reviewed professional or scientific journals. Publications "in press," "under review," or "submitted" should not be counted here)
   - Yes
   - No

3. **Scientific Presentations:**
   (Indicate if the person was the author or co-author of workshops, oral presentations, or poster presentations at professional meetings. This only includes work presented during the current reporting period)
   - Yes
   - No

4. **Recipient of Grants/Contracts:**
   (Indicate if the person was the Principal Investigator or Co-Principal Investigator on research grants or contract)
   - Yes
   - No

5. **Presented psychological topic to lay or community audience:**
   - Yes
   - No

6. **Involved in leadership roles/activities in professional organizations:**
   (e.g., Roles in local, state/provincial, regional, or national organizations)
   - Yes
   - No

7. **Involved in Undergraduate Teaching:**
   - Yes
   - No

8. **Involved in Master’s Teaching:**
   - Yes
   - No

9. **Involved in Doctoral Teaching:**
   (Within the accredited program only)
   - Yes
   - No
10. **Number** of hours per week in delivery of professional services:
   *(Involves any direct services for a client)*
   __________

11. **Number** of doctoral students provided primary research supervision:
    *(Within the accredited program only)*
    __________

12. **Number** of doctoral students provided primary professional service supervision for:
    *(Within the accredited program only)*
    __________

**Employment Information**

1. Faculty member Classification *(Please select the most applicable)*:
   
   ____ Core Program Faculty
   Core faculty members are, by definition in [IR C-18](#), those who spend at least 50% of their professional time in program activities of the doctoral program under review for accreditation; only administrative activities directly related to the program under review may count as part of the 50% time commitment for core faculty.

   Participation on committees that are time-limited and necessary for the program to continue (e.g., committees to hire new faculty for the program; faculty retention, promotion, and tenure committees) can be counted as part of the activities related to the program; however it is the program’s responsibility to provide sufficient justification that these activities do indeed directly contribute to the program under review.

   ____ Associated Program Faculty
   Faculty members other than those identified as the program's core faculty, but have responsibilities within the program for teaching, advising, etc. This would include other faculty within the department and university that teach program courses.

   ____ Other Contributor
   Individuals that have a role in the program but to a more limited extent. This would include people who present seminars, provide practicum supervision, and teach as adjunct faculty.

2. **Start Date:**
   * _____ / _____ /_____
   *(These dates reflect when the person began/end ed aff iliation with the accredited program)*

3. **Left Date:**
   * _____ / _____ /_____  
   *(If faculty member end date is entered, please answer question 3a. If faculty member is still active in the program, please skip 3a.)*

3a. Reason for leaving:

   ____ Change in career/ Employed elsewhere
   ____ Did not receive tenure
   ____ Employment terminated
   ____ Family or relationship matters
   ____ Health / Medical
   ____ Personal reasons
   ____ Other reasons
   ____ Death of faculty
   ____ Did not return from sabbatical
   ____ Faculty relocated
   ____ Financial
   ____ No reason provided
   ____ Retired from program
Appendix I: Clinical Evaluation Form (Completed by Internal Supervisors)

CLINICAL VERTICAL TEAM

FACULTY EVALUATION

Each of the items below deals with a characteristic of a vertical team or a vertical team leader. Indicate your ranking by putting a number 1 through 5 in the blank. 1= “no, not at all, I disagree.” 2=“somewhat.” 3=“about average, adequate.” 4=“more than average, good.” 5= “yes, I agree very much, excellent.” Use the back of the page for comments or explanations.

VERTICAL TEAM SUPERVISOR: _________________________________________________

1. _____ My supervisor is available for weekly individual supervision.
2. _____ My supervisor has appropriate year level expectations regarding students’ clinical abilities.
3. _____ My supervisor gives quality feedback regarding student performance.
4. _____ My supervisor is data based.
5. _____ My supervisor clearly communicates how he/she arrives at the clinical hypotheses.
6. _____ My supervisor seems aware of self-limitations and acts on that knowledge.
7. _____ My supervisor is open to students’ ideas.
8. _____ My supervisor encourages feedback between students.
9. _____ My supervisor reads and returns report drafts quickly.
10. _____ My supervisor makes vertical team a place that encourages exploration of factors hindering my clinical performance.
11. _____ My supervisor is enthusiastic about clinical work.
12. _____ My supervisor avoids letting personality conflicts affect the supervision process.
13. _____ My supervisor knows and responds to my educational needs.
14. _____ My supervisor has a non-threatening, supportive, interpersonal style.
15. _____ My supervisor promotes a team approach to diagnosis and treatment
16. _____ Overall, my supervisor leads a good vertical team.

On the other side, please write any additional comments you may have about this vertical team and/or clinical supervisor.
Appendix I: Research Team Evaluation Form (Completed by Research Adviser/Mentor)

Evaluation of Research Supervision

Student Information
1. Year Level _____

2. Thesis _____  Dissertation _____  Other research_____

3. At what stage(s) were you in your research this semester? (Check all that apply)
   _____ Literature review  _____ Writing proposal  _____ IRB approval
   _____ Data collection  _____ Data analysis  _____ Writing results and discussion
   _____ Preparing manuscript for publication

Content of Supervision
4. The content of vertical team was appropriate and helpful in the development of my knowledge and
skills regarding the process of research. (1=strongly disagree; 10= strong agree)
5. The content of my individual supervision was appropriate and helpful in the development of my
knowledge and skills regarding the process of research. (1=strongly disagree; 10=strongly agree)
6. Rate the supervisor’s knowledge of the theoretical, conceptual, and empirical bases of the content areas
of your research. (1= unknowledgeable; 10=very knowledgable)

7. Rate the supervisor’s competence in the supervision of applicable phase(s) of your research this semester.
(1=incompetent; 10=fully competent)
   _____ Literature review  _____ Writing proposal  _____ IRB approval
   _____ Data collection  _____ Data analysis  _____ Writing results and discussion
   _____ Preparing manuscript for publication

8. Given your current knowledge regarding your research project, rate the supervision of the earlier phase(s) of
the research that was supervised by this faculty member. (1=very poor; 10=excellent)
   _____ Literature review  _____ Writing proposal  _____ IRB approval
   _____ Data collection  _____ Data analysis  _____ Writing results and discussion
   _____ Preparing manuscript for publication

9. How well was the supervisor able to direct you to resources within and outside the department that assisted
you in your research? (1=unable; 10=very able)

10. What aspects of the content of your vertical team did you like best/least? Please indicate what you feel you
did/did not learn about the process of doing research.

___________________________________________________________________________________________________
___________________________________________________________________________________________________
___________________________________________________________________________________________________

Process of Supervision

11. Was the supervisor available to you both on team and individually as needed? (1=unavailable; 10= always available)

12. Did the supervisor teach and model the research process effectively for you? (1=not at all; 10=very effectively)

13. Were the goals for your research this semester clear, concise, and realistic/appropriate? (1=not at all;
10=very much so)

_____ 14. Did your supervisor motivate you and instill confidence and enthusiasm in you regarding your research project? (1=not at all; 10=very much so)

_____ 15. For you, was too much/too little structure provided during research vertical team? (1=too little; 5=ideal amount; 10=too much)

_____ 16. For you, was too much/too little structure provided in your individual supervision? (1=too little; 5=ideal amount; 10=too much)

17. What aspects of the process of supervision were most/least helpful in the various stages of your research? Also comment on previous questions as needed.

___________________________________________________________________________________________________

___________________________________________________________________________________________________

___________________________________________________________________________________________________

**Evaluation of Students**

_____ 18. Rate the amount and frequency of the feedback you received. (1=none; 5=appropriate/ideal; 10=too much)

_____ 19. Rate the quality of the feedback in terms of utility. (1=not useful; 10=very useful)

20. What aspects of the feedback content and process were most/least helpful?

___________________________________________________________________________________________________

___________________________________________________________________________________________________

___________________________________________________________________________________________________

**Ethics and Overall Ratings**

_____ 21. Rate your supervisor in terms of their support of ethical research practices. (1=unethical; 10=highly ethical)

_____ 22. Overall, rate your research supervisor. (1=very poor; 10=excellent)

_____ 23. Overall, rate your vertical team. (1=very poor; 10=excellent)

_____ 24. Overall, rate your individual supervision. (1=very poor; 10=excellent)

25. Please indicate your reasons for your overall ratings.

___________________________________________________________________________________________________

___________________________________________________________________________________________________

___________________________________________________________________________________________________
Appendix L: Graduate Course Evaluation Form

GRADUATE COURSE EVALUATION

Date: ________________

Course: ____________________________ Instructor: ________________

Caveat: “The purpose of evaluation is to improve, not prove.”

INSTRUCTIONS: Each of the items below deals with a characteristic of the course, the instructor, or your own learning. Rate each item by putting the appropriate number (1 through 5) in the blank to the left of each item. Use the following scale:

1 = Strong disagree/Poor
2 = Moderately disagree/Fair
3 = Neither agree nor disagree/Good
4 = Moderately agree/Very Good
5 = Strongly agree/Excellent
NA = Not applicable

I. COURSE MATERIALS AND STRUCTURE

______ 1. The nature and objectives of the course were stated clearly at the beginning.
______ 2. Course policies on grading and the schedule of assignments were clearly presented.
______ 3. A syllabus was provided and followed.
______ 4. Assigned readings seemed relevant to the nature and objectives of the course.
______ 5. Purchased materials (textbooks, articles) seemed relevant to the nature and objectives of the course.

II. INSTRUCTION PROCESS

______ 6. Lectures were well-organized.
______ 7. Lectures were clear and understandable.
______ 8. The instructor answered questions in a thoughtful and helpful manner.
______ 9. Useful materials were presented in the lecture beyond what was in the text.
______ 10. Covered material was current and up-to-date empirically.
______ 11. Class time was spent appropriately.
______ 12. Student felt comfortable to volunteer their own opinions during class.
______ 13. The amount of work seemed appropriate for the credit given.

III. INSTRUCTOR

______ 14. The instructor conveyed enthusiasm regarding course content.
______ 15. The instructor frequently went into too much detail at the expense of covering other relevant material.
______ 16. The instructor encouraged students to volunteer opinions and actively participate in discussion.
17. The instructor met classes regularly and promptly.
18. The instructor had time available for students outside of class.
19. The instructor seemed genuinely interested in students and provided help when requested.
20. The instructor demonstrated a command of the subject matter.
21. The instructor introduced new concepts too fast for me to grasp them.
22. As I understand them, the instructor demonstrated awareness and application of APA ethical principles. (If not, please specify in “Other Comments” below.)
23. The instructor demonstrated awareness and sensitivity to cultural/ethnic diversity and under-represented populations. (If not, please specify in “Other Comments” below.)
24. The instructor seemed impartial regarding the evaluation of all students.
25. The instructor seemed receptive to feedback.
26. I felt free to take a position different than the instructor.

IV. EXAMS AND EVALUATIONS
27. Examinations allowed me to demonstrate my knowledge of the subject matter.
28. Students were given a reasonable amount of time to complete the exams.
29. Examinations and assignments were graded and returned promptly.
30. Objective grading criteria were used in evaluating subjective questions.
31. Constructive feedback was provided regarding performance on exams, papers, and presentations.
32. Written assignments and presentations complemented the course content.

V. STUDENT IMPRESSIONS
33. My knowledge of the subject has increase as a result of taking this course.
34. I found this class challenging.
35. Being in class was usually worthwhile.
36. Offensive remarks or material were not allowed during class.
37. The course material was practical and useful.
38. I would look forward to taking another course offered by this instructor.
39. My overall rating of this course.

The thing I like most about this course/instructor was:

The thing I liked least about the course/instructor was:

Other comments (use an additional sheet of paper if needed and attach):
Appendix M: Assessment Findings

1. Information collected for the APA Annual Report

1a. Time to Degree Completion

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Total # of students with doctoral degree conferred on transcript</td>
<td>10</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>9</td>
<td>37</td>
</tr>
<tr>
<td>Mean # of years to complete the program</td>
<td>5.2</td>
<td>5.2</td>
<td>4.75</td>
<td>5.2</td>
<td>5.3</td>
<td>5.2</td>
</tr>
<tr>
<td>Median # of years to complete the program</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
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Time to Degree Ranges

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>&lt;5 yrs</td>
<td>3</td>
<td>30%</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>25%</td>
</tr>
<tr>
<td>5 yrs</td>
<td>4</td>
<td>40%</td>
<td>4</td>
<td>80%</td>
<td>6</td>
<td>75%</td>
</tr>
<tr>
<td>6 yrs</td>
<td>2</td>
<td>20%</td>
<td>1</td>
<td>20%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>7 yrs</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>7+ yrs</td>
<td>1</td>
<td>10%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
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</table>

1b. Program Costs

<table>
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<tr>
<th>Description</th>
<th>2016-2017 1st –year cohort cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition for full-time students (in state)</td>
<td>$29,025 (27 credit hours)</td>
</tr>
<tr>
<td>Tuition for full-time students (out-of-state)</td>
<td>$29,025 (27 credit hours)</td>
</tr>
<tr>
<td>Tuition per credit hour for part-time students (if applicable enter amount; if not applicable, enter “NA”)</td>
<td>$1,075</td>
</tr>
<tr>
<td>University/institution fees or costs</td>
<td>$626</td>
</tr>
<tr>
<td>Additional estimated fees or costs to students (e.g., books, travel, etc.)</td>
<td>$500</td>
</tr>
</tbody>
</table>

1c. Internship Placement

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Students who obtained APA/CPA-accredited internships</td>
<td>7</td>
<td>78%</td>
<td>6</td>
<td>86%</td>
<td>4</td>
<td>67%</td>
</tr>
<tr>
<td>Students who obtained APPIC membership internships that were not APA/CPA-accredited (if applicable)</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Students who obtained other membership organization internships (e.g., CAPIC) that were not APA/CPA accredited (if applicable)</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
<td>0</td>
<td>0%</td>
</tr>
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</table>
Students who obtained other internships that were not APA/CPA-accredited (not applicable)

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Students who obtained any internship</td>
<td>0  0  0  0  0  0  0  0  0  0</td>
<td>0  0  0  0  0  0  0  0  0  0</td>
<td>7  78  6  86  4  67  9  100  6  75  32  82</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students who obtained paid internships</td>
<td>7  78  6  86  4  67  9  100  6  75  32  82</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students who obtained half-time internships (if applicable)</td>
<td>0  0  0  0  0  0  0  0  0  0</td>
<td>0  0  0  0  0  0  0  0  0  0</td>
<td></td>
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<tr>
<td>Students who sought or applied for internships including those who withdrew from the application process</td>
<td>9  ---  7  ---  6  ---  9  ---  8  ---  39  ---</td>
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1d. Attrition – Past 5 Years

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</thead>
<tbody>
<tr>
<td>Students for whom this is the year of first enrollment (i.e., new students)</td>
<td>8  100  8  100  8  100  8  100  8  100  40  100</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students whose doctoral degrees were conferred</td>
<td>6  75  0  0  0  0  0  0  0  0  6  15</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students still enrolled in program</td>
<td>1  12.5  7  87.5  7  87.5  7  87.5  8  100  30  75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students no longer enrolled for reason other than degree conferral</td>
<td>1  12.5  1  ---  12.5  1  12.5  1  ---  12.5  0  0  4  10</td>
<td></td>
<td></td>
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Note. * Student left program; ** Student on LOA.

1e. Attrition – Past 10 years

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<tr>
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<tbody>
<tr>
<td>Students for whom this is the year of first enrollment (i.e., new students)</td>
<td>8  100  8  100  8  100  8  100  8  100  40  100</td>
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<tr>
<td>Students whose doctoral degrees were conferred</td>
<td>8  87.5  7  87.5  7  87.5  8  100  7  87.5  37  92.5</td>
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<tr>
<td>Students still enrolled in program</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Students no longer enrolled for reason other</td>
<td>0  0  1  12.5  1  12.5  0  0  0  0  2  5.0</td>
<td></td>
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than degree conferral

1f. Licensure (old statistics; will be updated for 2016 report)

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<thead>
<tr>
<th>Outcome</th>
<th>2005-2015</th>
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<tr>
<td>The total number of program graduates (doctoral degrees conferred on transcript) between 2 and 10 years ago</td>
<td>68</td>
</tr>
<tr>
<td>The number of these graduates (between 2 and 10 years ago) who became licensed psychologists in the past 10 years</td>
<td>66</td>
</tr>
<tr>
<td>Licensure percentage</td>
<td>97%</td>
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1g. Passage Rates for the Examination for Professional Practice in Psychology for 2016

<table>
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<tr>
<th>Program</th>
<th>Number</th>
<th>Pass Rate</th>
<th>Biological Bases of Behavior</th>
<th>Cognitive-Affective Bases of Behavior</th>
<th>Social and Cultural Bases of Behavior</th>
<th>Growth and Lifespan Development</th>
<th>Assessment and Diagnosis</th>
<th>Treatment/Intervention</th>
<th>Research Methods and Statistics</th>
<th>Ethical/Legal/Professional/Issues</th>
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</thead>
<tbody>
<tr>
<td>All Doctoral</td>
<td>536</td>
<td>55.01</td>
<td>63.74</td>
<td>66.62</td>
<td>63.73</td>
<td>65.88</td>
<td>59.16</td>
<td>63.71</td>
<td>52.82</td>
<td>71.18</td>
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<tr>
<td>Designated &amp; Accredited Doctoral</td>
<td>3788</td>
<td>82.10</td>
<td>71.15</td>
<td>75.74</td>
<td>72.92</td>
<td>71.98</td>
<td>68.49</td>
<td>73.71</td>
<td>63.72</td>
<td>77.64</td>
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<tr>
<td>SLU</td>
<td>6</td>
<td>100</td>
<td>78.67</td>
<td>81.33</td>
<td>77.67</td>
<td>78.33</td>
<td>71.17</td>
<td>84.67</td>
<td>66.83</td>
<td>87.33</td>
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2a. APPIC Hours for 2015

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<tr>
<th>Year Level</th>
<th>Assessment M (SD)</th>
<th>Intervention M (SD)</th>
<th>Supervision M (SD)</th>
<th>Support M (SD)</th>
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<td>Second</td>
<td>239 (251)</td>
<td>179 (124)</td>
<td>193 (94)</td>
<td>261 (158)</td>
</tr>
<tr>
<td>Third</td>
<td>228 (211)</td>
<td>298 (149)</td>
<td>302 (54)</td>
<td>370 (199)</td>
</tr>
<tr>
<td>Fourth</td>
<td>268 (289)</td>
<td>631 (289)</td>
<td>423 (66)</td>
<td>641 (412)</td>
</tr>
<tr>
<td>Combined</td>
<td>214 (270)</td>
<td>275 (284)</td>
<td>249 (183)</td>
<td>335 (332)</td>
</tr>
</tbody>
</table>

This table represents aggregate data. The number of hours is usually broken down according to whether or not students entered the program with a bachelor’s or master’s degree and whether or not they are pursuing an emphasis in neuropsychology. For instance, neuropsychology students typically have higher assessment and lower intervention hours. It should be noted that the number of assessment hours doesn’t increase in a linear fashion across year level as different cohorts of students reflect different numbers of neuropsychology students.

Total Service Delivery Hours across Years in the Program (n = 31 students)

6,639 hours of clinical interventions
8,539 hours of assessment
7,455 hours of supervision from faculty supervisors (both internal and external)
10,070 hours of support services (e.g., scoring assessments, writing reports/notes, etc.)

2b. Scholarly Activity 2015 (31 students reporting)

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>SD</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper &amp; poster presentations</td>
<td>2.45</td>
<td>2.19</td>
<td>76</td>
</tr>
<tr>
<td>Peer reviewed publications</td>
<td>1.26</td>
<td>1.81</td>
<td>39</td>
</tr>
<tr>
<td>Other types of publications (e.g., book chapters, abstracts, commentaries, etc.)</td>
<td>0.19</td>
<td>0.54</td>
<td>6</td>
</tr>
<tr>
<td>Manuscripts submitted</td>
<td>0.74</td>
<td>0.86</td>
<td>23</td>
</tr>
</tbody>
</table>

2c. Teaching 2015 – Fall

2 Students taught a course; 5 worked as teaching assistants

2d. Professional activity

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member of a professional organization?</td>
<td>29</td>
<td>2</td>
</tr>
<tr>
<td>Attend a conference?</td>
<td>23</td>
<td>8</td>
</tr>
<tr>
<td>Attend training workshops outside of curriculum?</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>Provided and/or organized a community activity (e.g., spoke with a student group, organized a support group, presented to a community group, etc.)</td>
<td>10</td>
<td>21</td>
</tr>
<tr>
<td>Volunteer work of a professional nature (e.g., summer camp volunteer)</td>
<td>13</td>
<td>18</td>
</tr>
</tbody>
</table>

2e. Progress in the program

<table>
<thead>
<tr>
<th>Stage in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected thesis chair</td>
</tr>
<tr>
<td>Proposed master’s thesis</td>
</tr>
<tr>
<td>Advanced to master’s candidacy</td>
</tr>
<tr>
<td>Defended master’s thesis</td>
</tr>
<tr>
<td>Petitioned for acceptance to doctoral study</td>
</tr>
<tr>
<td>Passed written preliminary examinations</td>
</tr>
<tr>
<td>Proposed dissertation</td>
</tr>
</tbody>
</table>

3. Student standing

n = 32 in good standing; n = 1 on probation.
Appendix N: Student Evaluation: Narrative Feedback Given to Students; Data not Aggregated

Student Professional Development
Narrative Summary
June 7, 2016

Student ___________________________  Advisor ___________________________

1. Course Work:
2. Clinical Vertical Team:
3. Research Vertical Team:
4. Master’s Thesis:
5. Master’s Orals:
6. Written Preliminary Exam:
7. Doctoral Orals:
8. Dissertation:
9. Assistantship:
10. External Placement:
11. Internship:
12. Areas of strength:
13. Areas for improvement:
Scientist-Practitioner Competencies
Overall

A. Basic Skills, Attitudes, and Knowledge

1. Personality Characteristics, Intellectual, and Personal Skills
   - Interpersonal skills: ability to listen and to be empathetic with others; respect for/interest in others’ cultures, experiences, values, points of view, goals, and desires, fears, etc. These skills include verbal as well as non-verbal domains. An interpersonal skill of special relevance is the ability to be open to feedback.
   - Cognitive skills: problem-solving ability, critical thinking, organized reasoning, intellectual curiosity, and flexibility
   - Affective skills: affect tolerance/understanding of interpersonal conflict; tolerance of ambiguity and uncertainty
   - Personality/Attitudes: desire to help others; openness to new ideas; honesty, integrity/valuing of ethical behavior; personal courage
   - Expressive skills: ability to communicate one’s ideas, feelings, and information in verbal, non-verbal, and written forms
   - Reflective skills: ability to examine and consider one’s own motives, attitudes, behaviors, and one’s effect on others
   - Personal skills: personal organization, personal hygiene, appropriate dress

   Overall evaluation of personality characteristics, intellectual and personal skills:
   - exceeds expectations
   - meets expectations
   - needs improvement
   - unsatisfactory
   - cannot rate

2. Core Knowledge
   a. Assessment & Clinical Interviewing
      - Knowledge regarding psychopathology related to the population(s) served
      - Knowledge of scientific, theoretical, empirical and contextual bases of psychological assessment

      assessment
      - Knowledge of test construction, validity, score reliability and related assessment
psychometrics
☐ Training in the principles and practice of systematic administration, data-gathering and interpretation for assessment, including identifying problems, formulating diagnoses, goals and case conceptualizations; understanding the relationship between assessment and intervention, assessment of treatment progress and outcome
☐ Training in the models of techniques of clinical interviewing

b. Psychopathology
☐ Knowledge and understanding of the scientific, theoretical, empirical, and contextual bases of psychopathology
☐ Training in diagnostic classification systems, including the DSM

c. Intervention (**Specific features of “Intervention” are more fully described in Section B.4 below.)
☐ Knowledge of scientific, theoretical, empirical and contextual bases of intervention
☐ Training in basic clinical skills, such as empathic listening, framing problems, etc.
☐ Training in the assessment of treatment progress and outcome.

d. Ethical and Legal
☐ Principles of ethical practice and decision making (APA, 2002)
☐ Legal knowledge related to the practice of psychology [Federal (e.g., HIPPA), State Law]

e. Individual and Cultural Difference (ICD)
☐ Knowledge and understanding of principles and findings related to ICD as they apply to professional psychology

Understanding of one’s own situation (e.g. one’s own ethnic/racial, socioeconomic, gender, sexual orientation; one’s attitudes towards diverse others) relative to the dimensions of ICS (e.g., class, race, physical disability, etc.)
☐ Understanding of the need to consider ICD issues in all aspects of professional psychology work (e.g., assessment, treatment, research, relationships with colleagues, etc.)

f. Lifespan Development
☐ Knowledge and understanding of the scientific, theoretical, empirical, and contextual bases of development across the lifespan as they relate to clinical assessment, psychopathology, intervention, and ethics.

g. Biological Aspects of Behavior
☐ Knowledge and understanding of the broad theoretical, empirical, conceptual, methodological, sociocultural, historical and technical foundations of the biological aspects of behavior.

h. Cognitive-Affective Aspects of Behavior
☐ Knowledge and understanding of the broad theoretical, empirical, conceptual, methodological, sociocultural, historical and technical foundations of the cognitive-
affective aspects of behavior.

i. Social Aspects of Behavior
   ☐ Knowledge and understanding of the broad theoretical, empirical, conceptual, methodological, sociocultural, historical and technical foundations of the social aspects of behavior.

j. Statistics
   ☐ Knowledge and understanding of statistics and techniques of data analyses in the behavioral sciences.

k. Research Methods
   ☐ Knowledge and understanding of research methods in the behavioral sciences.

l. Psychometric Theory
   ☐ Knowledge and understanding of psychological measurement and psychometric theory.

m. History and Systems of Psychology
   ☐ Knowledge and understanding of history and systems of psychology.

Overall evaluation of core knowledge:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

B. Skills Necessary to Demonstrate Competencies

1. Relationship/Interpersonal Skills
   a. With patients/clients/research participants
      ☐ Ability to take a respectful helpful professional approach to patients/clients/families.
      ☐ Ability to form a working alliance
      ☐ Ability to deal with conflict, negotiate differences
      ☐ Ability to understand and maintain appropriate professional boundaries

   b. With colleagues
      ☐ Ability to work collegially with other students and trainees
      ☐ Ability to support others and their work and to gain support for one’s own work
      ☐ Ability to provide helpful feedback to peers and receive such feedback nondefensively from peers

   c. With supervisors
      ☐ Ability to work collaboratively with the supervisor; collaboration means understanding, sharing, and working by a set of common goals for supervision. Working cooperatively and collaboratively with the supervisor to enhance the student’s skills
      ☐ Ability to prepare for supervision
      ☐ Ability/willingness to accept supervisory input, including direction; ability to follow through on recommendations; ability to negotiate needs for autonomy from and dependency on supervisors
      ☐ Ability to self-reflect and self-evaluate regarding clinical and research skills and use of supervision including using good judgment as to when supervisory input is necessary

   d. With support staff
☐ Ability to be respectful of support staff roles and persons

e. With professional teams
☐ Ability to participate fully in team’s work
☐ Ability to understand and observe team’s operating procedures

f. With other professionals
☐ Ability to communicate professionally and work collaboratively with other professionals
  both within and external to the setting or placement

g. With the practicum site (PSC and external placements) or research setting
☐ Ability to understand and observe the agency’s operating procedures
☐ Ability to participate in furthering the work and mission of the site
☐ Ability to contribute in ways that will enrich the site as a practicum experience for future students

Overall evaluation of relationship/interpersonal skills:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

2. Research Skills
☐ Ability to formulate a research question that contributes to the field and society
☐ Ability to conduct a thorough and relevant literature review; ability to critically review research literature
☐ Ability to develop and articulate hypotheses appropriate to the research question(s)
☐ Ability to incorporate operationally defined, measurable constructs into research methods
☐ Ability to select and use psychometrically sound measures in research design
☐ Ability to use appropriate, “best practices” methods of data analyses; data analyses are consistent with the hypotheses
☐ Understanding and compliance with Institutional Review Board policies and procedures
☐ Ability to present conclusions and discussion that are reflective of the research findings
☐ Ability to articulate limitations in the research design and methodology

Overall evaluation of research skills:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

3. Skills in Application of Research
☐ Development of skills and habits in seeking and applying theoretical and research knowledge relevant to practice of psychology in the clinical setting, including accessing and applying scientific knowledge bases
☐ Understanding and application of theoretical and research knowledge related to diagnosis/assessment and intervention, diversity, supervision, ethics, etc.

Overall evaluation of skills in the application of research:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate
4. **Psychological Assessment Skills**
   - ☐ Ability to select and implement multiple methods and means of evaluation in ways that are responsive to and respectful of diverse individuals, couples, families, and groups
   - ☐ Ability to utilize systematic approaches to gathering data to inform clinical decision making
   - ☐ Knowledge of psychometric issues and bases of assessment methods
   - ☐ Knowledge of issues related to integration of different data sources
   - ☐ Ability to integrate assessment data from different sources for diagnostic purposes
   - ☐ Ability to formulate and apply diagnoses; to understand the strengths and limitations of current diagnostic approaches
   - ☐ Capacity for effective use of supervision to implement and enhance skills

   Overall evaluation of psychological assessment skills:
   - ☐ exceeds expectations
   - ☐ meets expectations
   - ☐ needs improvement
   - ☐ unsatisfactory
   - ☐ cannot rate

5. **Intervention Skills**
   - ☐ Ability to formulate and conceptualize cases
   - ☐ Ability to plan treatments
   - ☐ Ability to implement intervention skills, covering a wide range of developmental, preventive and “remedial” interventions, including psychotherapy, psychoeducational interventions and crisis management, depending on the focus and scope of the problem
   - ☐ Knowledge regarding psychotherapy theory, research, and practice
   - ☐ Knowledge regarding the concept of empirically supported treatments methods and activities
   - ☐ Knowledge regarding specific empirically supported treatment methods and activities
   - ☐ Ability to apply specific empirically supported treatment methods (e.g. CBT, empirically supported relationships)
   - ☐ Assessment of treatment progress and outcome
   - ☐ Linking concepts of therapeutic process and change to intervention strategies and tactics
   - ☐ Effective use of supervision to implement and enhance skills

   Overall evaluation of intervention skills:
   - ☐ exceeds expectations
   - ☐ meets expectations
   - ☐ needs improvement
   - ☐ unsatisfactory
   - ☐ cannot rate

6. **Consultation Skills/Interprofessional Collaborations**
   - ☐ Knowledge of unique client/patient care roles of other professionals
   - ☐ Ability to effectively relate to other professionals in accordance with their unique client/patient roles
   - ☐ Understanding of the consultant’s role as an information provider to another professional who will ultimately be the client/patient care decision maker
   - ☐ Capacity for dialoging with other professionals which avoids use of psychological jargon

57
Ability to choose an appropriate means of assessment to answer referral questions
Ability to implement a systematic approach to data collection in a consultative role
Consultative reports are well organized, succinct, and provide useful and relevant recommendations to other professionals

Overall evaluation of consultation skills/interpersonal collaborations:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

7. Diversity – Individual and Cultural Differences
☐ Knowledge of self in the context of diversity (one’s own beliefs, values, attitudes, stimulus value, and related strengths/limitations) as one operates in the clinical setting with diverse others (i.e., knowledge of self in the diverse world.)
☐ Knowledge about the nature and impact of diversity in different clinical situations (e.g., clinical work with specific racial/ethnic population) and in the conduct of research
☐ Ability to work effectively with diverse others in assessment, treatment, consultation and research

Overall evaluation of diversity, individual and cultural differences:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

8. Ethics
☐ Knowledge of ethical/professional codes, standards, and guidelines; knowledge of statuses, rules, regulations and case law relevant to the science and practice of psychology
☐ Recognize and analyze ethical and legal issues across the range of professional activities in clinical work and in conducting research
☐ Recognize and understand the ethical dimensions/features of his/her own attitudes and practice in clinical work and in conducting research
☐ Seek appropriate information and consultation when faced with ethical issues
☐ Practice appropriate professional assertiveness related to ethical issues (e.g., by raising issues when they become apparent to the student).
☐ Evidence commitment to ethical reasoning and conduct in clinical work and in research

Overall evaluation of ethics:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

9. Professional Development
a. Professional Skills for Effective Clinical Practice and Conducting Research
☐ Timeliness: completing professional tasks in allotted/appropriate time (e.g.,
evaluations, notes, reports) in both clinical work and in conducting research; arriving promptly at meetings and appointments
☐ Developing an organized, disciplined approach to writing and maintaining notes and records in clinical work and to writing related to the conduct of research
☐ Negotiating/ managing fees and payments in clinical work
☐ Organizing and presenting case material; preparing professional reports for health care providers, agencies, etc.
☐ Organizing and presenting ideas and information
☐ How to self-identify personal distress, particularly as it relates to clinical work
☐ How to seek and use resources that support healthy functioning when experiencing personal distress
☐ Organizing one’s day, including time for clinical notes and records, for research activities, for rest and recovery, etc.

b. Professional Development

Competencies

☐ Critical thinking and analysis
☐ Using resources to promote effective practice (e.g. published information, input from colleagues, technological resources)
☐ Using resources to promote effective research (e.g. empirical literature, input from colleagues, technological resources)
☐ Responsibility and accountability relative to one’s level of training and seeking consultation when needed
☐ Time management
☐ Self-awareness, understanding, and reflection
☐ Self-care
☐ Awareness of personal identity (e.g., relative to individual and cultural differences)
☐ Awareness of one’s own beliefs and values as they relate to and impact professional clinical and research activities
☐ Social intelligence; ability to interact collaboratively and respectfully with other colleagues
☐ Willingness to acknowledge and correct errors
☐ Ability to create and conduct an effective presentation

Overall evaluation of professional development:
☐ exceeds expectations ☐ meets expectations ☐ needs improvement
☐ unsatisfactory ☐ cannot rate

C. Metaknowledge/ Meta-competencies – Skilled Learning

☐ Knowing the extent and the limits of one’s own skills; learning the habit of and skills for self-evaluation of clinical and research skills
☐ The ability to use supervision, consultation and other resources to improve and extend skills (note the related relationship competence – to work collegially and responsively with supervisors)

☐ Knowledge of the process for extending current skills into new areas
□ Knowledge of the epistemologies underlying various aspects of clinical practice (e.g., assessment, diagnosis, treatment)

□ Commitment to life-long learning and quality improvement

□ Awareness of one’s identity as a psychologist; an aspect and reflection of metaknowledge that is role specific, knowing what one knows and can do (and should do) as a psychologist

Overall evaluation of metaknowledge/metacompetencies—skilled learning:
□ exceeds expectations □ meets expectations □ needs improvement
□ unsatisfactory □ cannot rate

D. Comments

________________________________________________________________________
Advisor Signature

________________________________________________________________________
Student’s Signature

__________________________________________  ____________________________
Date                                    Date