Appendix C
Clinical Psychology Student Evaluation Form

Name: Date:

Evaluation Period:

The University of Connecticut Clinical Psychology faculty are committed to facilitating personal and professional growth in students within a supportive and interactive environment. Student evaluations and feedback meetings reflect this commitment and are considered an integral component of graduate training. To be maximally useful, feedback should be (a) relevant, (b) understandable, (c) descriptive, (d) verifiable, (e) limited, (f) comparative, and (g) continuing throughout the course of study. This evaluation form represents a summary of faculty feedback from student evaluation meetings held on a semi-annual basis. Material for each meeting, as gathered by the clinical director, includes grades, evaluations of all clinical work, and progress on research requirements.

Feedback meetings, which all advisors are obligated to hold with every one of their advisees, afford students and faculty the opportunity to discuss openly adjustment and progress issues, as well as problem solve specific areas of concern. These meetings can also serve as an opportunity for faculty to receive feedback from students.

The form is comprised of rating scale data and descriptive comments that assess each student's relevant strengths, weaknesses, and areas of growth along academic and interpersonal dimensions. As part of our effort to keep the evaluation focused and useful, only those dimensions that have applicability to a particular student within a given semester will be assessed.

Whenever an area of concern is serious in nature (e.g. such as an unfulfilled program requirement or accumulation of multiple incomplete grades, etc.) an action plan of remediation must be developed by the student, in conjunction with the faculty advisor. This plan should clearly outline behavioral goals and specific steps necessary to meet these goals as well as a timeline for implementation. The action plan should be completed and placed in the student's personnel file within a month after the feedback meeting.

It is important to emphasize that evaluations are intended primarily for student use, as tools for their successful acculturation as psychologists. In order to satisfy the faculty obligation to accurately document student performance, these evaluations will routinely be made part of the student’s personnel files. During the feedback process, students are encouraged to discuss the validity of the data and comments with their advisors and other faculty. Students have the option of responding to their evaluations in writing. Any student wishing to appeal any aspect of this evaluation should first speak directly to the clinical director, then if need be, to the department head. If disputed issues remain unresolved, students may then engage the formal grievance mechanisms as specified in the departmental rules and regulations handbook.
A. **Professional Skills and Abilities:** (all skills and abilities are judged in comparison to peers both past and present, at the same level of training)

1. **psychological assessment**

   0  1  2  3  4  5  6
   Not At All Skilled  Extremely Skilled

   Descriptive feedback:

2. **psychotherapy**

   0  1  2  3  4  5  6
   Not At All Skilled  Extremely Skilled

   Descriptive feedback:

3. **research skills**

   0  1  2  3  4  5  6
   Not At All Skilled  Extremely Skilled

   Descriptive feedback:

4. **research progress**

   0  1  2  3  4  5  6
   Below Expectations  Above Expectations
Descriptive feedback:

B. Communication Skills:
1. speaking

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Descriptive feedback:

2. writing

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Descriptive feedback:

C. Interpersonal Skills: (with peers, faculty, and clients)

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Descriptive feedback:

D. Time/Work Management: (goal clarity, organizing and planning, decision making, implementation, and follow-up; timely progress through the Program)

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Descriptive feedback:
E. **Motivation:** (need for achievement, energy, risk taking tendency, independence, cooperation, self-confidence). Motivation is judged in comparison to peers as a dimension that varies from *Inappropriate* to *Appropriate*.

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Descriptive feedback:

F. **Development of Professional Identity:** (knowledge of Program environment, commitment to Program, commitment to profession). This dimension is rated from *Low* to *High*.

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Descriptive feedback:

G. **Particularly Noteworthy Strengths, Accomplishments, or Achievements:**
H. **Weaknesses and Obligations:** (Here we describe any weaknesses in skills and abilities, motivation, insight, and identity and any obligations – delayed or incomplete work – that we are identifying as priorities for change. *Anything identified requires Action-Planning and remedying.*)

**Student Acknowledgment:** My signature does not reflect agreement nor disagreement with the above feedback but acknowledges my receipt of the feedback from my advisor or DCT.

______________________________
Student Signature)                 _______________  Date

**Faculty Acknowledgment:** I acknowledge that I discussed ________________ the feedback contained in this form.

______________________________
Faculty Signature                 _______________  Date
Action-Planning Guide
(This portion is rarely used unless some aspect of a student’s performance is in need of serious remediation)

Summarize your perception of the problem that needs remediation or the obligation that remains outstanding.

How, specifically, are you going to develop this skill or meet this obligation?

What do you perceive as barriers to development of the necessary skills or completion of the outstanding tasks?

What resources will you use to help develop the necessary skill or to complete the task?

By what dates do you commit to completing each step necessary to remedy the problem?

When is the next meeting you have negotiated with your advisor to report your progress?

_________________________________       ________________________________
(Student Signature)                                     (Date)

__________________________________     ________________________________
(Faculty Verification)                                             (Date)