**GRADUATE STUDENT ANNUAL REVIEW OF PROGRESS (PhD)**

***STUDENT INFORMATION***

**Exceeds Expectations (Rating = 4):** Always performs above the minimal requirements and demonstrates outstanding aptitude and application of clinical skills. Well-developed competence with minimal supervision needed (readiness for entry level practice).

**Meets Expectations (Rating = 3):** Usually meets the minimum requirements in a satisfactory manner; could benefit from additional training/development. Satisfactory level of competence for the student’s developmental level. Limited and occasional supervision is needed

**Does Not Yet Meet Expectations (Rating =2):** Occasionally fails to meet minimum requirements in a satisfactory manner; needs improvement. Emerging competence (novice level). Routine supervision is needed for training activities.

**Does Not Meet Expectations (Rating =1):** Usually fails to meet minimum requirements; needs significant improvement and remediation. Regular, intensive supervision is needed.

**No Basis:** There is no basis on which to evaluate the student in this area.

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| Name: | SID: |
| Date: | Semester/Year Admitted: |
| Credits Completed: | Credits Enrolled |
| Advisor: | GPA: |
| Year in Program: | Date of Review: |

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| **Item** | **Rating** | **Notes** |
| **Academic course performance:** The student achieves grades of B or better in required coursework and is in good academic standing. |  |  |
| **Research Skills**: Demonstrates the ability to understand, interpret, and produce psychological research including an understanding of statistical methods. The student has an awareness of the relationship between science and practice and is able to relate research and practice in clinical and research settings. Satisfactory progress towards thesis and dissertation project is expected. |  |  |
| **Clinical Skills I:** Demonstrates the ability to establish relationships in such a manner that a working alliance can be created. Demonstrates effective therapeutic relationship skills including: Creating appropriate structure, Understanding content, responding to feelings, Congruence, Establishing and communicating empathy, Non-verbal communication, Immediacy, Timing, Intentionality. Demonstrates effective clinical skills appropriate to their current level of training including: intake interviewing, treatment planning, selecting interventions, and implementing evidence based interventions. |  |  |
| **Clinical Skills II:** Demonstrates effective formal assessment skills using appropriate intellectual, personality, cognitive and other tests and assessments; Able to interpret and communicate assessment results effectively; Able to conduct diagnostic interviews using the DSM system and engage in differential diagnosis activities. |  |  |
| **Professional Responsibility**: The student recognizes the boundaries of her/his competencies and limitations of her/his expertise; takes responsibility for compensating for deficiencies; seeks and is responsive to supervision; takes responsibility for assuring others' welfare when encountering boundaries of expertise; provides only those services and applies only those techniques for which she/he is qualified; demonstrates basic cognitive, affective, sensory and motor capacities to respond to others; demonstrates sensitivity to differences in power and does not exploit or mislead others; aware of professional identity and engages in self-reflection and development of professional skills; exhibits appropriate levels of self-assurance, confidence, and trust in own ability; demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work |  |  |
| **Ethical Responsibility:** The student conducts self in an ethical manner, relates to peers, professors, and others in a professional manner; demonstrates application of legal requirements to their practice; refrains from making statements which are false, misleading or deceptive; avoids improper and potentially harmful dual relationships; respects the fundamental rights, dignity and worth of all people; respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy; engages in ethical problem-solving and works towards the resolution of ethical dilemmas |  |  |
| **Sensitivity to Diversity and Individual Differences:** The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language and socioeconomic status. The student engages in activities aimed at increasing knowledge of diversity and how it impacts clinical and research skills; demonstrates how others from different cultures and backgrounds may have different opinions and behaviors; demonstrates acceptance of others who may be different from themselves. |  |  |
| **Interpersonal Skills**: The student is able to interact effectively with clients, colleagues, supervisors, community members, and organizations; demonstrates appropriate self-control and self-care (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others; demonstrates the ability to receive, integrate and utilize feedback from peers, teachers and supervisors; follows professionally recognized conflict resolution processes |  |  |
| **Communication Skills:** The student is able to engage in effective oral, non-verbal, and written communication that meets professional standards; able to clearly present written and oral information in case presentations, seminars, presentations, and research settings (thesis and dissertation defense) |  |  |
| **Other activities and accomplishments** |  |  |
| **Readiness to Begin Applied/Practicum Training** |  |  |
| **Ratings From Practicum Placements** |  |  |
| **Progress on Thesis and Dissertation Research** |  |  |
| **OVERALL RATING OF PROGRESS TOWARD DEGREE** |  |  |

If progress is less than MEETS EXPECTATIONS, the following action(s) is/are recommended (Check all that apply):

* Advisor/DCT Meeting
* Written Remediation Plan
* Faculty Hearing Panel
* Probation
* Dismissal

***APPROVALS***

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| Advisor Signature: Date: |
| Director of Clinical Training Signature: Date: |