

**GRADUATE STUDENT ANNUAL REVIEW OF PROGRESS – PhD**
**STUDENT INFORMATION**

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

**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.

Item	Rating	Notes
<b>Academic course performance:</b> The student achieves grades of B or better in required coursework and is in good academic standing.		
<b>Research Skills:</b>		
<ul style="list-style-type: none"> <li>Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.</li> </ul>		
<ul style="list-style-type: none"> <li>Conduct research or other scholarly activities.</li> </ul>		
<ul style="list-style-type: none"> <li>Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.</li> </ul>		
Overall Domain		
<b>Clinical Skills I (Intervention):</b>		
<ul style="list-style-type: none"> <li>Establish and maintain effective relationships with the recipients of psychological services.</li> </ul>		
<ul style="list-style-type: none"> <li>Develop evidence-based intervention plans specific to the service delivery goals.</li> </ul>		
<ul style="list-style-type: none"> <li>Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate the ability to apply the relevant research literature to clinical decision making.</li> </ul>		



<ul style="list-style-type: none"> <li>Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking.</li> </ul>		
<ul style="list-style-type: none"> <li>Evaluate intervention effectiveness and adapt intervention goals and methods consistent with ongoing evaluation.</li> </ul>		
Overall Domain		
<b>Clinical Skills II (Assessment):</b>		
<ul style="list-style-type: none"> <li>Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural).</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process.</li> </ul>		
<ul style="list-style-type: none"> <li>Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient.</li> </ul>		
<ul style="list-style-type: none"> <li>Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.</li> </ul>		
<ul style="list-style-type: none"> <li>Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.</li> </ul>		
Overall Domain		
<b>Professional Responsibility:</b>		
<ul style="list-style-type: none"> <li>Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others</li> </ul>		
<ul style="list-style-type: none"> <li>Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, well-being, and professional effectiveness.</li> </ul>		
<ul style="list-style-type: none"> <li>Respond professionally in increasingly complex situations with a greater degree of independence as they progress across levels of training.</li> </ul>		
<ul style="list-style-type: none"> <li>Actively seek and demonstrate openness and responsiveness to feedback and supervision.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate knowledge of supervision models and practices.</li> </ul>		
<ul style="list-style-type: none"> <li>Participates in supervision activities in an appropriate and professional manner</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrates effective and appropriate supervision</li> </ul>		



skills		
<ul style="list-style-type: none"> <li>• Demonstrate knowledge and respect for the roles and perspectives of other professions.</li> </ul>		
<ul style="list-style-type: none"> <li>• Demonstrates knowledge of consultation models and practices.</li> </ul>		
Overall Domain		
<b>Ethical Responsibility:</b>		
<ul style="list-style-type: none"> <li>• Be knowledgeable of and act in accordance with each of the following:               <ul style="list-style-type: none"> <li>○ the current version of the APA Ethical Principles of Psychologists and Code of Conduct;</li> <li>○ Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and</li> <li>○ Relevant professional standards and guidelines.</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>• Recognize ethical dilemmas as they arise and apply ethical decision-making processes in order to resolve the dilemmas.</li> </ul>		
<ul style="list-style-type: none"> <li>• Conduct self in an ethical manner in all professional activities. (For example, maintains confidentiality, secures appropriate releases, understands and appropriately obtains informed consent, avoids dual relationships, understands personal limits and competencies)</li> </ul>		
Overall Domain		
<b>Sensitivity to Diversity and Individual Differences:</b>		
<ul style="list-style-type: none"> <li>• An understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.</li> </ul>		
<ul style="list-style-type: none"> <li>• Knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service.</li> </ul>		
<ul style="list-style-type: none"> <li>• The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles. This includes the ability apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.</li> </ul>		
<ul style="list-style-type: none"> <li>• Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with diverse individuals and groups and apply this approach effectively in their professional work.</li> </ul>		
Overall Domain		
<b>Interpersonal/Communication Skills:</b>		
<ul style="list-style-type: none"> <li>• Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services.</li> </ul>		



<ul style="list-style-type: none"> <li>Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate effective interpersonal skills and the ability to manage difficult communication well.</li> </ul>		
Overall Domain		
<b>Underserved Populations</b>		
<ul style="list-style-type: none"> <li>Knowledge of the current theoretical and empirical knowledge base as it relates to veterans, older adults, and persons in rural settings.</li> </ul>		
<ul style="list-style-type: none"> <li>The ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, clinical services, and other professional activities) as it applies to underserved populations.</li> </ul>		
<ul style="list-style-type: none"> <li>Demonstrate the requisite knowledge base, ability to articulate an approach to working effectively with underserved populations and then apply this approach in their clinical and research activities.</li> </ul>		
Overall Domain		
<b>Other activities and accomplishments</b>		
<b>Readiness to Begin Applied/Practicum Training</b>		
<b>Ratings From Practicum Placements</b>		
<b>Progress on Thesis and Dissertation Research</b>		
<b>OVERALL RATING OF PROGRESS TOWARD DEGREE</b>		

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**

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

CPPC Approved 8/2019; Revised 4/2022; Reviewed 7/2023