**Year-End Student Evaluation**

**OVERVIEW**

Each year, the clinical faculty evaluates the progress of all clinical students in written form, beginning with student self evaluation. All graduate students who have not yet gone on internship are required to complete the Student Evaluation Form (SEF) and a personal vita (using Template for Student Vita below). The form requires students to generate a narrative about their coursework, research, clinical work, and teaching since the last evaluation. Thus it should detail activities during **Summer 2017, Fall 2017, and Spring 2018**. In addition, students are asked to provide a timeline for completion of requirements for the masters or doctoral degree, as relevant. Finally, if relevant, students should provide information as to factors affecting or slowing progress. The document as structured is intended to enable compiling of information for internship and employment applications.

The completion of the yearly SEF, and ultimately the APPIC standard application form, is facilitated by keeping an on-going record of clinical activities during the year.

**PROCEDURE AND KEY DATES**

1. **Last CIG faculty meeting in Spring 2018 (May 9): Faculty.** The CIG faculty reviews all student progress. The reviews will be used by advisors in their overall competency evaluation forms later in the summer and conveyed to the student through these evaluation forms.

2. **April 6, 2018: Students.** Send *the name of your (1) advisor (2) current year psychotherapy supervisor (with their contact information) and (3) all assessment supervisors who have supervised your assessments this year (with their contact information)* to the Clinical Secretary, Mindy McLouth (mclouth@msu.edu).

 3.  **April 13, 2018: Clinical Secretary.** By this date the Clinical Secretary will make the list of students, advisors, and clinical supervisors available to the clinical faculty**.**

 4. **April 30, 2018: Faculty and Supervisors.** By this date, all clinical faculty members and clinical supervisors, both faculty and community, submit their course and psychotherapy and assessment competency forms for students to the Clinical Secretary, who will send them to the advisors by May 1, 2018.

 5. **April 30, 2018: Students.** Students submit their completed SEF, CV, and clinical tracking Excel sheet via email to the advisor and to the Clinical Secretary**.**

6. **May 9, 2018**: **Advisors.** Advisors complete a rough draft of the competency form for each of their advisees, using the student’s SEF, CV, and clinical and course evaluations and bring to the faculty meeting on that day. Advisors are encouraged to have met with their students prior to this date following submission of the SEF to understand student’s perspective on their progress.

 7. **May 9, 2018**: **CIG Faculty Meeting.** Advisors discuss each student and proposed ratings. Scores on the rating are finalized with input from all faculty present and comments are added to the qualitative portion of the competency evaluation form.

 6. **May 16, 2018: Advisors.** Advisors finalize the competency evaluation forms and submit to the DCT.

7. **June 4, 2018: DCT.** The DCT reviews each student’s yearly evaluations and cosigns each competency form with the advisor. This is emailed to the Clinical Secretary to save in the student’s file. The Clinical Secretary then emails a copy of the final signed version to each advisor and student.

8. **June 2018:** **Student and Advisor.** Each student and advisor should meet in person and discuss the final overall competency form.

**Students: Remember to keep a copy of the SEF for your records, send a copy to your advisor, and send a copy to the Clinical Secretary. Do not delete questions. Insert answers after each item; write N/A if not applicable**. **Provide advisor with hard copy and e-copy unless otherwise instructed by them.STUDENT SELF STUDY FORM**

Information Provided Encompasses Activities From: **5/31/17** to **4/30/18**

**1. Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Year in program during the time period above:** \_\_\_\_\_

**3. Advisor:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. Coursework:**

A. GPA since beginning graduate school at MSU \_\_\_\_\_\_

B. Number of courses graded below 3.0 in the MSU program 0 1 2 3

Create a table as follows listing all courses in your most recent (MA or PHD) plan of study.

Course Requirement addressed+ Semester/year\* Grade

|  |  |  |
| --- | --- | --- |
| **Course #** | **Title** | **Semester/Year/Grade** |
|  |  |  |
| Total Credits(*Minimum 30 required)* |  |  |

+if elective write “elective”, if part of cognate, write “cognate”

\*For courses not yet taken, indicate when you plan to take the course in the Semester/year column.

\*If you have grades of Incomplete/Deferred, note when you will complete these.

*\*if coursework was completed by the last SEF, simply indicate that and then you do not need to repeat it here*

**A. Programmatic Milestones**

**1. Master’s Thesis:**

a. Chair of thesis:

b. Briefly explain the topic of your study (50 words is sufficient).

c. **Status of thesis Completed Date completed/expected**

 **(Bold one)**

 Proposal approved Yes No ……………..

 Data collected Yes No ……………..

 Data analyzed Yes No ……………..

 Final oral defense Yes No …………….

**2. Comprehensive Project:** *For students who have completed their M.A. thesis only.*

a. Have you formed a doctoral guidance committee? [ ] YES [ ] NO [ ] NA

**If no**, please explain the status and when you will do so.

b. **If yes**, list members of doctoral guidance committee.

 1. Chair:

 2. Member:

 3. Member:

 4. Member:

c. Briefly explain the topic of your comprehensive paper (50 words is sufficient).

d. **Status of comprehensives Completed Date completed/expected**

 **(Bold one)**

 Paper submitted for publication Yes No ……………..

 Proposal for comprehensive paper Yes No ……………..

 Comprehensive paper submitted Yes No ……………..

 Comprehensive paper approved Yes No …………….

**3. Dissertation:** *For students who have completed their M.A. thesis and comprehensives only.*

a. If changes were made or are expected to your doctoral guidance committee, please explain and list the members of your dissertation committee here.

b. Briefly explain the topic of your study (50 words is sufficient).

c. **Status of dissertation Completed Date completed/expected**

 **(Bold one)**

 Proposal approved Yes No ……………..

 Data collected Yes No ……………..

 Data analyzed Yes No ……………..

 Final oral defense Yes No …………….

**B. Non-Programmatic Research**

1. List and provide a one- to two-sentence description of research projects worked on and/or completed and your role on these projects, such as papers, RA duties, or other (non-programmatic) projects. This is to assist in your own reflections on progress this year.

2. What are your plans for your research in the coming year? This is also for you; keep to 250 words or fewer.

**C. Clinical Experiences**

1. Names of this year’s clinical supervisors (include all clinical supervisors for psychotherapy, group therapy, and assessments):

2. Complete the Excel spreadsheet according to instructions in Appendix B to summarize clinical practicum and nonpracticum experiences thus far in your training.

3. Briefly describe your plans for the coming year in terms of your clinical experiences, highlighting any deviations from the expected training trajectory.

4. For doctoral-level students only, state the date you plan to apply to internship or where you were accepted, if you applied this year.

 Date applied or plan to apply Date placed/accepted

**Internship:**

**D. Teaching/Mentorship:**

1. Briefly list any teaching activities you performed during the last year, including teaching assistantships as well as courses that you taught.

2. Attach a copy of ratings or evaluations from students that reflect your performance to this report as Appendix C.

3. What activities have you engaged in to receive feedback on your teaching/mentorship? (e.g., TA workshops, TA drop-in center, departmental/university seminars, faculty feedback)

4. Briefly describe any mentoring experience you have engaged in this past year (e.g., with undergraduate research assistants).

5. What are your plans for teaching or mentorship in the coming year?

**E. Competence in Working with Diverse Populations**

1. Please comment on your relevant coursework, clinical experiences, and research experiences with diverse populations in 250 words or fewer. Please add any other evidence of competence in this area, such as participation on the diversity committee, awards, conference attendance or presentations, or plans to continue gaining competence in this area.

**F. Goals and Reflections**

1. Describe your primary career goals, and explain how your research, clinical/community work, teaching, and professional activities this year have furthered these goals. If you have concerns about gaps in your preparation or plans related to your goals, those can be mentioned as well. Consider the following questions in your reflection: (1) In what ways were you pleased with your professional progress this year in research, clinical/community work, teaching, and professional activities? (2) In what ways were you disappointed with your progress this year in research, clinical/community work, teaching, and professional activities? If your progress is slower than recommended timelines, please provide a comment explaining your viewpoint on this. *Use 500 words or fewer; know that this reflection is primarily for you.*

2. *For the purpose of obtaining narrative faculty feedback,* please bullet 1-2 short-term goals that you have pursued since the last SEF (e.g., a certain type of clinical/research experience).

3. *For the purpose of obtaining narrative faculty feedback,* please bullet 1-2 long-term goals that you are in the process of pursuing (e.g., career goals).

**Appendix A. Attach curriculum vita, using this Template for Student Vita**

*Note: Omit sections in the template below for which you have no activities. The format and entries are examples; you may use another format if you or your advisor prefer. Informational comments are in italics.*

VITA

Name: Sandra Rhodes

Address: 312 West Palm Beach

 East Lansing, Michigan 48823

Telephone: (517) 555-3333

Email: rhodess2@pilot.msu.edu

**Education** *(include information up to and including the degree you are currently working on)*

1997 M.A. Michigan State University, East Lansing, Michigan

(expected) Major: Clinical Psychology

 Thesis: “*Title of thesis goes here*”

 *(Advisor: Sometimes people put name of thesis advisor here)*

1996 B.A. Hawaii Loa College, Kaneohe, Hawaii

 Major: Psychology

 Senior Thesis: *“Title of thesis goes here”*

 *(Advisor: Sometimes people put name of thesis advisor here)*

**Awards**

National Merit Scholar, 1991

Dean’s Assistantship, 1996 (financial award to conduct senior thesis)

**Professional Activities**

Student Member, American Psychological Association, 1994 - present

Student Member, American Psychological Society, 1995 - present

**Clinical Experience**

9/97 - present Clinic Trainee. Michigan State University Psychological Clinic,

 East Lansing, Michigan.

 Conducted individual therapy with children and adults whose diagnoses included borderline and ADHD. Performed psychological assessments for problems ranging from learning disabilities, neuropsychological deficits, and ADHD. Attended 2 hour practicum class and 1 ½ hours of individual supervision, weekly. Supervisor: Sigmund Freud, M.D.

**Community Experience**

9/97 - 12/97 Consultant. Michigan State University Psychological Clinic,

 East Lansing, Michigan.

 Served as a consultant to local nursery school. Met weekly with teachers to answer questions related to classroom management, observed classrooms. Supervisor: Marie Montessori, Ph.D.

**Teaching Experience**

1996 Teaching Assistant. Michigan State University, East Lansing, Michigan.

 Assisted in test development, tutoring, and lecturing for two undergraduate courses (Introduction to Psychology, Psychological Tests and Measurements). Supervisor: Robert A. Caldwell, Ph.D.

**Research Experience**

12/95 - 6/96 Research Assistant. Hawaii Loa College, Kaneohe, Hawaii

 Assisted on project exploring the link between poodle logic and dialectics. Attended weekly research meetings, devised and administered questionnaires, and coded and analyzed data using SPSS-WIN. Supervisor: Frank Zappa, Ph.D.

9/96 - 2/97 Principal Investigator. Michigan State University, East Lansing, Michigan

 Developed research study investigating the relationship between ADHD and web browsing. Created home page, wrote questionnaire, and collected and analyzed data.

 Supervisor: Jill Webmistress, Ph.D., ABPP

**Grants**

1996 “The psychological profiles of web browsers” with Webmistress, J.

Funded by Microsoft Foundation, $10,000.

**Publications** *(Check APA Style Manual for appropriate format)*

**Conference Presentations** *(Check APA Style Manual for appropriate format)*

*Students: The following is provided for your information.*

 **APPENDIX B: APPI Form and Clinical Hours**

The Excel spreadsheet to document your clinical training experiences can be found at the following filepath;

PSYSHARE 🡪 ONLYCLINIC 🡪 Forms and Procedures 🡪 Blank – Clinical Hours Tracking

Please **copy this file and** **save to your own drive; do not save over this blank form.**

There are 7 tabs on the bottom that correspond to what you will need to fill out when applying for internship. The final tab (“Clients”) is for your record-keeping only.

For the purposes of the SEF, you can print each tab to PDF (select “Adobe PDF” under your “Printer” options). Be sure to have deleted any side notes or computations to yourself to print this out, along with your “Clients” tab (or specify to print only pages 1-7)!

Under “Settings,” select “Print Entire Workbook,” followed by “Fit Sheet on One Page.” Note that you will have to change the scaling of *each sheet* to “Fit Sheet on One Page” from “No Scaling.” You can navigate between the print previews for each page at the bottom by clicking to the next page. **This should result in an 7 page .pdf that you should submit with your SEF.**

For those of you applying to internships this coming fall, you’ll have a head start. The rest of you will get a feel for the type and format of information that students are asked to provide. Do the best you can filling out the form. If you have unusual situations that you wish to clarify (in terms of counting hours, for instance), please feel free to email the DCT. The wording is taken directly from the forms.

If you keep this updated year to year, it will make your eventual internship application less difficult.

**Appendix C. Attach student ratings of your teaching, if applicable.**