
Default Question Block



. In accordance with University and College policy, each year, the supervisory committee, the major professor, or the student’s advisor prior to selection of a major professor, will assess the progress of the student in writing and will make available copies of the annual review to the student, the departmental chair, and the academic dean. This evaluation is based on where a student should be relevant to their standing in the program. A copy will be kept in the student’s official file. This form will be completed by the student’s major professor. The major professor will develop and send a remediation plan for any item rated as an “Official Concern.”

The department/program will forward the form to OASIS (oasis-grad@fsu.edu) via DocuSign for completion. Form fields must be typed. Authenticated digital signatures (Adobe or DocuSign) are required. This form should be signed by the student, the major professor, and the program coordinator.

. Student Name

. EMPLID

. Program Entry Date

. Major Professor Name

. Date Prelim Exam Passed

. Projected Date of Graduation

. Semester/year of evaluation

Profession Wide Competencies

1. Scientific Knowledge/Research:

Understanding of research, research methodology, techniques of data collection and analysis, biological bases of behavior, cognitive-affective bases of behavior, and development across the lifespan. Respect for scientifically derived knowledge.

	NA/ No Opportunity to Observe	Official Concern	Needs Improvement	Acceptable	Outstanding
Scientific Knowledge/Research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Ethical Conduct:

Application of ethical concepts and awareness of legal issues regarding professional activities with individuals, groups, and organizations.

	NA/ No Opportunity to Observe	Official Concern	Needs Improvement	Acceptable	Outstanding
Ethical Conduct	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Diversity sensitivity and skills

Awareness, sensitivity and skills in working professionally with diverse individuals, groups and communities who represent various cultural and personal background and characteristics defined broadly and consistent with APA policy.

	NA/ No Opportunity to Observe	Official Concern	Needs Improvement	Acceptable	Outstanding
Diversity sensitivity and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Professional values, attitudes and behaviors

Evidenced in behavior and comporment that reflect the values and attitudes of psychology

	NA/ No Opportunity to Observe	Official Concern	Needs Improvement	Acceptable	Outstanding
Professional values, attitudes and behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Communication and Interpersonal Skills

Relates effectively, respectfully, and meaningfully with individuals, groups, and/or communities.

	NA/ No Opportunity to Observe	Official Concern	Needs Improvement	Acceptable	Outstanding
Communication and Interpersonal Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Assessment (testing and evaluation)

Assessment and diagnosis of problems, capabilities and issues associated with individuals, groups, and/or organizations.

	NA/ No Opportunity to Observe	Official Concern	Needs Improvement	Acceptable	Outstanding
Assessment (testing and evaluation)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Intervention

Works effectively with clients; integrates research and clinical expertise in the context of client factors.

	NA/ No Opportunity to Observe	Official Concern	Needs Improvement	Acceptable	Outstanding
Intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. Supervision

Supervision and training in the professional knowledge base of enhancing and monitoring the professional functioning of others.

	NA/ No Opportunity to Observe	Official Concern	Needs Improvement	Acceptable	Outstanding
Supervision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Consultation and Interprofessional/interdisciplinary skills

The ability to provide integrated guidance or professional assistance from different professional knowledge bases in response to a client’s needs or goals.

	NA/ No Opportunity to Observe	Official Concern	Needs Improvement	Acceptable	Outstanding
Consultation and Interprofessional /interdisciplinary skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Block 2

1. Personal Characteristics

(maturity; integrity; responsibility; interpersonal effectiveness)

	NA/ No Opportunity to Observe	Official Concern	Needs Improvement	Acceptable	Outstanding
Personal Characteristics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Receptiveness to supervision/feedback

	NA/ No Opportunity to Observe	Official Concern	Needs Improvement	Acceptable	Outstanding
Receptiveness to supervision/feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Writing Skills

	NA/ No Opportunity to Observe	Official Concern	Needs Improvement	Acceptable	Outstanding
Writing Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Timely Progress

	NA/ No Opportunity to Observe	Official Concern	Needs Improvement	Acceptable	Outstanding
Timely Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Block 3

. **Overall Progress** (note: any official concern during the semester being evaluated automatically results in an unsatisfactory rating for overall progress).

- Unsatisfactory
- Satisfactory

Scholarly Engagement

. **Combined Counseling Psychology and School Psychology Scholarly Engagement Policy**

To meet the Scholarly Engagement requirement, doctoral students must demonstrate their scholarly engagement activity to their faculty advisor annually. Each year, doctoral students in the combined program work closely with their major professor to establish annual and longer-range goals for scholarly engagement. Core program faculty assess progress toward these goals during the semi-annual evaluation of all students in the combined program.

It is expected that students will select activities, in consultation with their major professor, that are congruent with their career goals and program mission and goals. It is expected that each student will be actively engaged in at least two of the following activities each academic year. Sample activities that doctoral students in the combined program would likely select to meet the scholarly engagement requirement are included in the doctoral handbook. Prior to defending the preliminary examination, each student must hold authorship on a minimum of two empirical-based research projects over a minimum of two semesters

Current Academic Year Scholarly Engagement Requirement Completed:

- Yes

No

Block 6

. Comments: Please briefly summarize the student's progress since the last evaluation. Please note any special problems or accomplishments/achievements that have occurred. If the student has successfully completed a remediation/success plan, please indicate this here as well.

Signatures

. Major Professor

× **SIGN HERE**

clear

. Student

×

SIGN HERE

clear

Q26. Program Co-Director

×

SIGN HERE

clear

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