

ETSU Clinical Psychology PhD Program
Graduate Student Research Competencies Form

Student Name (print) and Cohort Year:

Primary Academic Advisor Name (print):

Semester (circle specifics): Spring Summer Fall Year (write in): _____

Program Year (circle proper level):	Year 1	Year 2	Year 3	Year 4	Year 5+
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INSTRUCTIONS for SUPERVISORS (IMPORTANT, PLEASE READ CAREFULLY):

***Do NOT rate students at Levels Higher Than Appropriate. Ratings should reasonably reflect their actual time in the program to date. The purpose of the evaluation process is to show accurately the development which occurs across time as a result of experience, education, and training.**

Mark N/A if an item is not applicable, and fill out all other item as follows:

Scale/Rating Definitions:

Needs Remediation: Requires remedial work in this area; competency attainment is not at level expected for type of research experience being rated. Specific activities may be required to address noted issues.

Beginning Student Level: Possesses basic research skills. Ratings reflect knowledge, understanding, and application of fundamental research methods and analyses. Students are most likely to consistently achieve this level during their first year in the program.

Intermediate Student Level: Possesses intermediate research skills. Ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an intermediate student status. Intermediate criteria include, but are not limited to, accomplishments such as: ability to formulate basic hypotheses and articulate methods to test research questions; understanding and use of advanced techniques of statistical analyses with faculty supervision; competently designing and conducting research projects with faculty supervision; engagement in at least one opportunity annually with regard to professional dissemination of research results (e.g., presents at conferences, submits manuscripts to peer-reviewed outlets); assists faculty in developing grants; etc. Students are most likely to consistently achieve this level during their second and third years in the program.

Advanced Student Level: Possesses advanced research skills. Ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an advanced student status. Advanced criteria include, but are not limited to, accomplishments such as: acquisition of skills needed to execute sophisticated techniques of statistical analyses without faculty supervision; independence in competently designing and conducting research projects; engagement in multiple opportunities annually with regard to professional dissemination of research results (e.g., presents at conferences, submits manuscripts to peer-reviewed outlets); primary authorship on small grants and/or advanced assistance of faculty on large grants; etc. Students are most likely to consistently achieve this level during their third and fourth years in the program.

Professional Level: Possesses entry level doctoral professional research skills. Ratings at this level reflect knowledge, understanding, and application of research methods, analyses, writing skills, and professional dissemination of results, commensurate with an entry-level professional with a doctoral degree. Students are most likely to consistently achieve this level during dissertation completion and/or Internship years.

Please be as objective and honest as possible so that we may deliver the most accurate feedback to the student, and if needed, create a competency-based remediation plan with specific, clear goals.

Please discuss your ratings with the student researcher, during which time you may adjust the ratings as you see fit and

sign the form. There is a place for students to write whether they agree or disagree with your evaluation, and if they disagree, to explain the reasons for that disagreement. Your time and effort are greatly appreciated!

At what level does the student demonstrate substantial understanding and competence in...

1...research design (e.g., between and within designs, correlational and experimental designs). B.2 1-2a.; B.3a7

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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2...use of instrumentation (e.g., surveys, imaging techniques, tests, observation). B.2 1-2a;B.3a7

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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3... dissemination of research results (e.g., professional conference presentations, manuscript submissions to peer-reviewed outlets). B.2 1-2a; B.3a7.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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4...psychometric issues (e.g., understanding and assessing reliability and validity specific to relevant research methods). B.2 1-2a;B.2 1-2b, B.3a7

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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5... use of professional-grade software (e.g., SPSS/PASW, SAS) to accomplish statistical analyses. B.2 1-2b, B.3a8

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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6...use and interpretation of statistical tests and analyses (e.g., descriptive statistics, correlation, t-tests, ANOVA, ANCOVA, MANOVA, regression, SEM, evaluations of mediation/moderation, power/effect size estimations). B.2 1-2a;B.3a8

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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7...integration of statistical interpretations into results and discussion sections of presentations, manuscripts and/or major programmatic milestone projects (i.e., thesis, preliminary examination, dissertation). B.2 1-2b, B.3a8.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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8...application of ethical principles found within APA's Ethical Principles of Psychologists & Code of Conduct, Federal and State (HIPAA, OHRP, Code of Federal Regulations) Policies, and ETSU's Guidelines on the Responsible Conduct of Research. These include, but are not limited to, issues pertaining to Informed Consent, privacy and confidentiality, participant recruitment and selection, debriefing procedures, safekeeping of data, etc. B.2 3-1, B.3b4.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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9...issues of cultural and individual diversity as applied to research. B.2 3-3, B.3d1.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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10...issues pertaining to community-based research, and/or research in rural areas, and/or research in primary care settings. B.2 2-1.

Needs Remediation	Beginning Student Level	Intermediate Student Level	Advanced Student Level	Professional Level	N/A
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General Comments by Supervisor:

Student Strengths:

Student Areas for Improvement:

Supervisor's Signature

Date of Signature

Student's Signature

Date of Signature

Student, please circle below your level of agreement with the assessment of the supervisor. If after discussion with your supervisor about his/her ratings, you disagree in any way with the final evaluation, please print or type an explanation below, or attach additional pages as necessary. Please be specific about which item(s) you are in disagreement with, and specifically list your reasons for your disagreement.

I Generally Agree

I Disagree with Specific Items

I Generally Disagree

Student Comments:

