

Mentor Evaluation of Student Research Progress

Mentors complete this form each semester for each graduate student in their lab to evaluate their progress in various research competencies. This feedback form is consistent with the training model for our clinical psychology program as it uses a developmental progress, competency-based model.

Students should be provided feedback based on their level of professional development in research, not relative to peers.

Expectations of trainees vary depending on their training level and the particular type of research as well as opportunities and expectations in your lab.

The ratings will be shared with students and information from the form will be summarized in the student review letters each semester.

Semester & Year

- Fall 2024
- Spring 2025

Your name

- Nadia Al-Dajani
- Konrad Bresin
- Sara Bufferd
- Cheri Levinson
- Benjamin Mast
- Yara Mekawi
- Tamara Newton
- Barbara Stetson
- Patrick Pössel

Identification of appropriate research articles

- AE = Above expected levels or skills. Strong performance in this area
- E = Meets expectations for level of training
- A = Additional attention/focus needed in this area to be at expected level of skill development
- R = Formal remediation needed. Growth plan developed by mentor and student (include DCT)
- N/A = Not applicable for this student or not assessed or observed by the mentor.

Selection and/or understanding of appropriate methodology to address research questions.

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Adherence to lab/study protocols in data collection

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Data analysis skills

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Interpretation of results

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Adherence to ethical research practices

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Consideration of the role of culture, diversity, power, and related areas in their research

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Research writing quality

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Research presentation quality

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Research productivity (e.g., in preparing conference presentations, manuscripts)

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Openness to mentor feedback on research

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Student initiative in research

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Supervision of research assistants

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Working collaboratively with the research team

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Student work is punctual (e.g., meets internal timelines/deadlines student and mentor agree to; meets external deadlines like conference submission or manuscript revision deadlines; communicates in advance with mentor when timelines need adjustments).

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Overall rating of student's research performance

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Mentor comments: Summary of strengths

Mentor comments: Summary of areas for further development

Mentor comments: Other

Mentor signature

Today's date

4) Your current year in the program

- First Second Third Fourth Fifth Sixth Seventh

5) Student comments: Please describe any response(s) to your mentor's evaluation of your research progress.

6) Student signature to confirm review of mentor evaluation of research progress

7) Today's date
