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 	

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Student mentee in your lab (you can start typing student name and it will pop up)	000000000000000000000000000000000000000
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Student's year in the program O First O Second O Third O Fourth O Fifth	○ Sivth ○ Savanth
○ First ○ Second ○ Third ○ Fourth ○ Fifth	Sixth Seventh Seventh
	ations in your lab. Derformance in this area area to be at expected level of skill development developed by mentor and student (include DCT)
Formulation of research questions	
 ○ AE = Above expected levels or skills. Strong performs ○ E = Meets expectations for level of training ○ A = Additional attention/focus needed in this area to ○ R = Formal remediation needed. Growth plan develo ○ N/A = Not applicable for this student or not assessed 	be at expected level of skill development ped by mentor and student (include DCT)

Identification of appropriate research articles		
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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

Student Response to Mentor Evaluation of Student Research Progress

Please review the Mentor Evaluation of Student Research Progress you received via email and complete the survey below to indicate any responses and sign that you received the evaluation.

After you submit this form, you will enter your email address and receive an email with a PDF of your comments. Please forward this email to your mentor

L)	Semester and year	
		○ Fall 2024○ Spring 2025
2)	Your name (you can start typing your name and it will pop up)	000000000000000000000000000000000000000
3)	Your faculty mentor's name (If you have two mentors, complete one form for each mentor that completes an evaluation)	 Nadia Al-Dajani Konrad Bresin Sara Bufferd Cheri Levinson Benjamin Mast Yara Mekawi Tamara Newton Barbara Stetson Patrick Pössel

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4)	rour 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		
,,			