

## Research Advisee Evaluation Form

Graduate Training Program in Clinical Psychology, Case Western Reserve University

Student Name: \_\_\_\_\_ Semester/Dates of Training: \_\_\_\_\_  
 Student's Year in Program: \_\_\_\_\_ Advisor name: \_\_\_\_\_

Research goals for this period:

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	N/A	1	2	3	4	5
	Does not apply	far <b>below</b> expected level	somewhat <b>below</b> expected level	at expected level (competent)	somewhat <b>above</b> expected level	far <b>above</b> expected level
<b>RESEARCH SKILLS</b>						
Literature search						
Development of appropriate research questions/hypotheses						
Study design						
Study implementation						
Data analysis						
Ability to work with collaborators						
Other area(s):						
<b>OVERALL RATING:</b>						

Comments:

	N/A	1	2	3	4	5
	Does not apply	far <b>below</b> expected level	somewhat <b>below</b> expected level	at expected level (competent)	somewhat <b>above</b> expected level	far <b>above</b> expected level
<b>WRITING &amp; PRESENTATION SKILLS</b>						
Ability to describe and integrate relevant literature						
Clear communication of research questions/hypotheses						
Flow and structure of writing						
Ability to communicate findings clearly and accurately in writing						
Attention to detail (e.g., grammar and punctuation)						
Presentation skills						
Other area(s):						
<b>OVERALL RATING:</b>						

Comments:

	N/A	1	2	3	4	5
	Does not apply	far below expected level	somewhat below expected level	at expected level (competent)	somewhat above expected level	far above expected level
<b>RESPONSE TO ADVISING</b>						
Use of advising time						
Communication with advisor						
Responsiveness to guidance/ feedback						
Other area(s):						
<b>OVERALL RATING:</b>						

Comments:

	N/A	1	2	3	4	5
	Does not apply	far below expected level	somewhat below expected level	at expected level (competent)	somewhat above expected level	far above expected level
<b>PROFESSIONAL BEHAVIOR</b>						
Research ethics						
Responsibility						
Autonomy/being proactive						
Time management						
Progress toward agreed-upon goals						
Attention to detail						
Professional appearance & attire (e.g., in clinical or school settings)						
Communication & interpersonal behavior (e.g., with peers, faculty, research assistants, professionals)						
Openness to learning						
Leadership and service						
Other area(s):						
<b>OVERALL RATING:</b>						

Comments:

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Trainee's main strengths and assets:

Trainee's main areas for improvement (e.g., productivity, responsivity, self-care, emotional stability):

Advisor's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Trainee's signature: \_\_\_\_\_ Date: \_\_\_\_\_