

Faculty Annual Student Evaluation Rating Scale (FASER)

1. Date:
2. Student Name:
3. Academic Year Began Program:
4. Years in Program:
5. Academic Advisor:
6. Research Advisor:

Clinical Program Domains to be Evaluated

Please enter a ranking for each area. Additional text boxes are provided for additional comments

7. OVERALL RATING: The overall rating will be made by taking into account level of achievement attained in the domains.

Doesn't meet competency expected of a trainee

Approaching competence but development lags expectations

Meets Competence expected of a trainee

Exceeds Competence expected of a trainee

Additional Comments:

8. RESEARCH: Student demonstrates proficiency in research methodology, design, and data analysis and is able to utilize their knowledge to critically evaluate research literature. Additionally, they exhibit the ability to design and conduct research, and to analyze, interpret and present their research findings. Student also demonstrates proficiency conducting literature searches and research evaluation in order to integrate research into their clinical work.

Measured by:

- Coursework
- Research lab participation
- RPI progress

- RACER I
- RPII progress
- EBPQ
- RACER II

- Not applicable
 Does not meet competence/unsatisfactory
 Meets competency

Additional Comments:

9. ETHICAL AND LEGAL STANDARDS: Student demonstrates understanding and adherence to the moral, ethical, and legal standards that are set by the program and by the field of psychology. This includes, but is not limited to, maintaining client confidentiality, documenting clinical work in a complete and timely manner, and following all mandated reporting policies.

- Measured by:
- Coursework
 - Observation
 - SASER

- Not applicable
 Does not meet competence/unsatisfactory
 Meets competency

Additional Comments:

10. INDIVIDUAL AND CULTURAL DIVERSITY: Student exhibits knowledge, sensitivity, and commitment to issues of multiculturalism and diversity as they relate to clients, research participants, peers, faculty, supervisors and other colleagues. This includes, but is not limited to, issues related to age, race/ethnicity, gender, socioeconomic status, sexual orientation, disability, religion, and national origin.

- Measured by:
- Coursework
 - Observation

- SASER

- Not applicable
- Does not meet competence/unsatisfactory
- Meets competency

Additional Comments:

11. PROFESSIONAL VALUES, ATTITUDES, AND BEHAVIORS: Student adopts the culture of compassion, support, and integrity that Ferkauf represents. This is demonstrated through respect for peers, faculty, staff, and clients, through honesty and responsibility, and commitment to the program. Additionally, these values are supported through the participation in extracurricular activities and professional organizations that foster a sense of community and contribute to the student's growth as a psychologist.

Measured by:

- Coursework
- Observation
- SASER

- Not applicable
- Does not meet competence/unsatisfactory
- Meets competency

Additional Comments:

12. COMMUNICATION AND INTERPERSONAL SKILLS: Student interacts effectively with the people s/he encounters through his/her role as a Ferkauf student, including, but not limited to, faculty, staff, peers, clients, and outside supervisors. Student is an effective communicator, both in responding to others' and in communicating his/her needs. Additionally, student listens and responds to others in a timely and respectful fashion.

Measured by:

- Coursework
- Observation
- SASER

- Not applicable
- Does not meet competence/unsatisfactory
- Meets competency

Additional Comments:

13. ASSESSMENT: Student demonstrates (as appropriate for program year) proficiency in clinical interviewing, mental status examination, diagnostic, intellectual and personality assessment, integration of a variety of assessment measures, and report writing. Furthermore, student is able to efficiently query the literature in order to use evidence based methods for the process of assessment.

Measured by:

- Coursework
- ACER I
- ACER II
- SASER
- Observation

- Not applicable
- Does not meet competence/unsatisfactory
- Meets competency

Additional Comments:

14. INTERVENTION: Student has mastery of [as appropriate for program year] theories of intervention and demonstrates the ability to apply interventions across a variety of client populations and clinical settings. In addition, student is able to effectively integrate clinical research into his/her work in order to follow the evidence-based practice of psychology.

Measured by:

- Coursework
- Clinical comps
- CTRS/ptrs
- SASER

- Not applicable

- Does not meet competence/unsatisfactory
 Meets competency

Additional Comments:

15. SUPERVISION: Student engages effectively in the supervision process in order to achieve the maximum benefit. This includes, but is not limited to, being prepared for supervision, being open and non-defensive, and respecting supervisors and their guidance. Additionally, when the student has the opportunity to participate in group supervision or to directly supervise less advanced students, s/he is expected to be prepared, to treat others with respect, to be nonjudgmental, and to listen to others' perspectives.

Measured by:

- Coursework
- Observation
- SASER

- Not applicable
 Does not meet competence/unsatisfactory
 Meets competency

Additional Comments:

16. CONSULTATION AND INTERPROFESSIONAL/INTERDISCIPLINARY SKILLS:
Student has knowledge of, and exposure to, different roles such as consultant, educator, supervisor and manager in different clinical settings and with different professionals in all disciplines. Student seeks out, and provides, consultation in a timely way as indicated.

Measured by:

- Coursework
- SASER

- Not applicable
 Does not meet competence/unsatisfactory
 Meets competency

Additional Comments:

