Couple and Family Therapy Program, College of Education  
education.uiowa.edu/CFT

Annual Student Evaluation Form - SAMPLE

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| Review Information |
| Student Name: |
| |  |  | | --- | --- | | Date: | Review Period: | |

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| Guidelines |
| Review is completed using the following scale:  1 = Unsatisfactory; 2 = Marginal; 3 = Satisfactory; 4 = Exceeds Requirements; 5 = Exceptional |
| Research Competency |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 1 | 2 | 3 | 4 | 5 | | Ability to critique couple and family therapy literature |  |  |  |  |  | | Ability to create unique research questions |  |  |  |  |  | | Active in submitting and presenting at regional, national and international conferences |  |  |  |  |  | | Demonstrates knowledge of qualitative and quantitative research methodologies and appropriate analyzes |  |  |  |  |  | | Research Competency Composite = | | | | | | |

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| Educator Competency |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 1 | 2 | 3 | 4 | 5 | | Timely progress in developing  a philosophy of teaching that is responsive to issues of power, privilege, and oppression |  |  |  |  |  | | Timely progress in completing teaching courses |  |  |  |  |  | | Teaching Competency Composite = | | | | | | |

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| Theoretical and Clinical Competency |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 1 | 2 | 3 | 4 | 5 | | Demonstrates developmentally appropriate understanding of CFT theories |  |  |  |  |  | | Demonstrates developmentally appropriate application of CFT theories |  |  |  |  |  | | Timely progress is developing comprehensive theory of change that is responsive to issues of power, privilege, and oppression |  |  |  |  |  | | Demonstrates developmentally appropriate application of CFT supervisory concepts and skills |  |  |  |  |  | | Theoretical and Clinical Competency Composite = | | | | | | |

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| Ethical Competency |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 1 | 2 | 3 | 4 | 5 | | Relates to peers, professors, and other in an appropriate and professional manner |  |  |  |  |  | | Applies legal and ethical standards in research, teaching, and clinical work |  |  |  |  |  | | Demonstrates the ability to receive, integrate, and use/apply feedback |  |  |  |  |  | | Respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination |  |  |  |  |  | |  |  |  |  |  |  | | Ethical Competency Composite = | | | | | | |

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| Multicultural Competency |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | 1 | 2 | 3 | 4 | 5 | | Respects cultural, individual, and role differences, including those due to age, gender, gender identity, race, ethnicity, religion, sexual orientation, physical ability/disability, etc. in research, while teaching, and in clinical/supervision. |  |  |  |  |  | | Respects cultural, individual, and role differences, including those due to age, gender, gender identity, race, ethnicity, religion, sexual orientation, physical ability/disability, etc. in interactions with peers, faculty, and staff. |  |  |  |  |  | | Incorporates multiculturalism awareness into research. |  |  |  |  |  | |  |  |  |  |  |  | | Multicultural Competency Composite = | | | | | | |