

Kent State University
Doctoral Program in School Psychology

Year 2 Ph.D. Student Self-Assessment and Progress Report

Name _____ **Date** _____

Consistent with the APA Committee on Accreditation's (CoA) *Guidelines and Principles* and the NASP training standards, each student will be provided with written feedback about his/her status in the program on an annual basis. The following areas are priorities for self-assessment and feedback for students during of Year 2 of doctoral study. Students should complete a self-assessment of the categories on this page, and utilize this information as a basis for responding to the prompts on the second page. This self-assessment is to be submitted to the student's advisor by June 1st of the second year of doctoral study. All program faculty will review the student's progress, and written feedback will be provided to the student during the summer months.

Coursework on track

Y	N	- Ph.D. prospectus and program completion plan on file with advisor and in 418
Y	N	- Coursework taken in appropriate sequence with grades of B or better
Y	N	- Field Experience activities are in progress and required experiences are scheduled for completion prior to Practicum (if applicable)

Please rate the following according to this scale:

1	2	3	4	5
Substantial Improvement Needed		Appropriate for Level of Training		Exceptional for Level of Training

Ethics

_____ Demonstration of knowledge/application of APA/NASP Ethical Guidelines.
_____ Demonstration of knowledge/application of other statutes regulating professional practice.
_____ Demonstration of concern for client welfare.
_____ Demonstration of appropriate client-school psychologist relationships.

Professional Deportment

_____ Appropriate manifestation of professional identity, as demonstrated by attire and behavior judged by practica, internship, and other field-based partners to be appropriate for educational settings.
_____ Appropriate involvement in professional development activities (e.g., professional associations)
_____ Appropriate interaction with peers, colleagues, staff, trainees, etc.
_____ Awareness of impact on colleagues (faculty and students).
_____ Completion of assigned tasks in a timely fashion and in an acceptable format.

Sensitivity to Client Issues. Acknowledgment and effective dealing with:

_____ children
_____ parents
_____ teachers
_____ school administrators
_____ other school staff (e.g., social workers, counselors, therapists, etc.)
_____ sensitivity to the needs, resources and priorities for individuals from different cultural backgrounds (including differences in SES, gender, age, disability, sexual orientation, race, etc.)

Use of Supervision

_____ Appropriate preparation.
_____ Accepts responsibility for learning.
_____ Openness to feedback/suggestions.
_____ Application of learning to practice.
_____ Willingness to self-disclose and/or explore a personal issue which affects professional functioning.
_____ Appropriately self-reliant.
_____ Appropriately self-critical.

Other Training Issues

_____ Effective management of personal stress.
_____ Lack of professional interference because of own adjustment problems and/or emotional responses, as reflected by ability to maintain appropriate level of concentration, focus, and commitment to graduate study and professional demeanor in academic, social, and field-based settings.
_____ Formulation of realistic professional goals for self.
_____ Appropriate self-initiated professional development (e.g., self-initiated study).

Name_____ Date_____

Comments on preparation for internship

(Coursework in required areas for Temporary Child Study certificate, Ph.D. prospectus, grades of B or better, commitment to 1-year of service in Ohio, if applicable)

Areas of Strength

Goals for Professional Enhancement

Strategies to Achieve Goals

Goals for Program Enhancement

Specific Suggestions for Meeting Goals

Student questions/supports: