

Kent State University
Doctoral Program in School Psychology

Year 3 Ph.D. and Beyond 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 at the conclusion of Year 3 and beyond 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 third and subsequent years of doctoral study, together with a copy of the student's current CV. All program faculty will review the student's progress, and written feedback will be provided to the student during the summer months.

Program 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

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_____

Areas of Strength

Goals for Professional Enhancement	Strategies to Achieve Goals

Goals for Program Enhancement	Specific Suggestions for Meeting Goals

Student questions/supports: