

# Kent State University School Psychology Ed.S. Program

## Year 3/Intern Self-Assessment Assessment

Near the conclusion of internship, each Year 3 Student/Intern will complete a self-assessment reflecting on his/her strengths and goals for professional and program enhancement. Student self-assessment will be submitted to the University Internship Supervisor by May 31<sup>st</sup>. Program feedback will be completed and along with other internship completion documents.

### Coursework On Track

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Ed.S. Plan of Study and program completion plan on file with advisor and in 418.
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Application for Ed.S. graduation on file, or planned at required time.
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	Internship requirements nearing completion

### Skill Area Progress Ratings (assessed using the following 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 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** Acknowledgement 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).