

Kent State University School Psychology Ph.D. Program

Year 1 Program Assessment and Progress Report

Consistent with the APA Committee on Accreditation's (CoA) *Guidelines and Principles* and the NASP training standards, each student will be provided with written and oral feedback about his/her status in the program on an annual basis. The following areas are priorities for self-assessment and feedback for students who are completing Year 1 coursework. Program faculty conduct a review of each student's progress and performance at the end of Year 1. Written and oral feedback about Year 1 student progress will be provided in a conference with the student's advisor following the faculty discussion. This meeting will take place over the summer.

Coursework On Track

	Yes		No	Plan of Study and program completion plan on file with advisor and in 418
	Yes		No	Coursework taken in appropriate sequence with grades of B or better
	Yes		No	Field Experience activities are in progress and required experiences are scheduled for completion prior to Practicum (if applicable)
	Yes		No	Application for M.Ed. graduation on file or planned at required time (if applicable)

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

Personal and Interpersonal Functioning

- Effective management of personal stress
- Engagement in wellness activities
- Demonstrated 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 level of preparation and responsibility for learning
- Appropriately self-reliant and self-reflective
- Seeks clarification when appropriate
- Open to feedback/suggestions
- Demonstrates follow-through, meets commitments
- Demonstrates understanding of professional boundaries and multiple roles

Professional Deportment and Commitment to Profession

- Professional dress and demeanor
- Demonstrates interest and commitment to the profession and the program, as shown by engagement in relevant program and field-based activities
- Maintains appropriate learning/work pace
- Development of entry-level portfolio completed
- Appropriate involvement in professional development activities (e.g., professional associations, volunteer or assistantship activities)
- Appropriate interaction with peers, faculty, colleagues, staff, and supervisors
- Awareness of impact of own actions on colleagues (faculty and students)
- Completion of assigned tasks in a timely fashion and in an acceptable format
- Shows collaboration with peers and faculty

Feedback Summary for: _____ Date: _____

Areas of Strength

Goals for Professional Enhancement	Strategies to Achieve Goals

NOTE: Behavior that the SPSY faculty observe in class reflect potential behavior in the field. Each of the goals for professional development identified will be monitored closely by all SPSY faculty and evaluated again prior to you entering internship.