

Kent State University School Psychology Ph.D. Program

Year 3 (and Beyond) 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 3 coursework. Program faculty conduct a review of each student's progress and performance at the end of Year 3 (and beyond). Written and oral feedback about 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

<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).