

Name: _____

Date: _____

Kent State University
School Psychology Program
Year 3 - Intern Summative Self-Assessment and Progress Report

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. Students should first complete a self-assessment of the categories on this page. Then, this information should be used as a basis for responding to the prompts on the second page. This self-assessment should be submitted to the University Internship supervisor by May 31.

Program on track

- Y N - Ed.S. prospectus and program completion plan on file with advisor and in 418
 Y N - Application for Ed.S. graduation on file or planned at required time
 Y N - Internship requirements nearing completion

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).

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Areas of Strength

Goals for Professional Enhancement	Strategies to Achieve Goals