**Student Evaluation and Performance Portfolio Summary (SEPPS)**

**Ph.D. Program**

**Responses should be entered directly into the Word document and printed. Please include a hardcopy of this form at the beginning of your portfolio. Submit the portfolio to your advisor at least 1 week before your scheduled annual review meeting.**

|  |  |
| --- | --- |
| Name: | Expected date of graduation with MS:  Fall  Spring 20 |
| Primary advisor: | Expected date of graduation with PhD:  Fall  Spring 20 |
| Date of entry into program:  Fall  Spring 20 |  |

### **Academic Progress**

## Coursework

List your coursework, your grades from these courses, and your tentative schedule for the remainder of your program.

|  |  |
| --- | --- |
| First Year: Fall | |
| Course number and title | Grade |
|  |  |
|  |  |
|  |  |
|  |  |
| First Year: Spring | |
| Course number and title | Grade |
|  |  |
|  |  |
|  |  |
|  |  |
| First Year: Summer | |
| Course number and title | Grade |
|  |  |
|  |  |
|  |  |
|  |  |
| Second Year: Fall | |
| Course number and title | Grade |
|  |  |
|  |  |
|  |  |
|  |  |
| Second Year: Spring | |
| Course number and title | Grade |
|  |  |
|  |  |
|  |  |
|  |  |
| Second Year: Summer | |
| Course number and title | Grade |
|  |  |
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|  |  |
| --- | --- |
| Third Year: Fall | |
| Course number and title | Grade |
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|  |  |
|  |  |
|  |  |
| Third Year: Spring | |
| Course number and title | Grade |
|  |  |
|  |  |
|  |  |
|  |  |
| Third Year: Summer | |
| Course number and title | Grade |
|  |  |
|  |  |
|  |  |
|  |  |
| Fourth Year: Fall | |
| Course number and title | Grade |
|  |  |
|  |  |
|  |  |
|  |  |
| Fourth Year: Spring | |
| Course number and title | Grade |
|  |  |
|  |  |
|  |  |
|  |  |
| Fourth Year: Summer | |
| Course number and title | Grade |
|  |  |
|  |  |
|  |  |
|  |  |
| Fifth Year: Fall | |
| Course number and title | Grade |
|  |  |
|  |  |
|  |  |
|  |  |
| Fifth Year: Spring | |
| Course number and title | Grade |
|  |  |
|  |  |
|  |  |
|  |  |
| Fifth Year: Summer | |
| Course number and title | Grade |
|  |  |
|  |  |
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***Subspecialization***

**Name of subspecialization:**

**List your *cumulative* progress toward your subspecialization.**

|  |  |  |
| --- | --- | --- |
| Course number and title | Session/Semester | Grade |
|  | 20 |  |
|  | 20 |  |
|  | 20 |  |
|  | 20 |  |
|  | 20 |  |
|  | 20 |  |

***Program Milestones***

## Thesis

**List your committee chair and describe your progress toward defending the master’s thesis. Note actual or projected date of completion.**

**Committee chair:**

**Progress:**

## Comprehensive Examination

**List your committee chair and describe your progress toward completing the comprehensive examination. Note actual or projected date of completion.**

**Committee chair:**

**Progress:**

## Dissertation

**List your committee chair and describe your progress toward defending the dissertation. Note actual or projected date of completion.**

**Committee chair:**

**Progress:**

*Internship*

**Describe your progress toward applying for a doctoral internship and provide the semester you expect to do so.**

**Progress:**

***Scholarship***

**List your manuscripts that are currently under review by journals, newsletters, or chapter editors.**

**List your *in press* or published journal articles, chapters, or other publications.**

**List your national presentations.**

**List your local and regional presentations.**

***Competencies Expected of Students***

Address how your professional experience, academic courses, and practica have contributed to your development of these competencies. Consider the cumulative evidence supporting each competency and refer to permanent products in your portfolio when appropriate. Permanent products may include presentation materials, literature reviews, blinded psychoeducational assessment reports, blinded assessment protocols, and intervention case study reports. Note that such products may not be available for all competencies.

1. Understanding the biological influences on behavior
2. Understanding the cognitive influences on behavior
3. Understanding the affective influences on behavior
4. Understanding the social influences on behavior
5. Understanding the history and systems of psychology
6. Displaying knowledge of the historical issues and legal and ethical guidelines in their service to children, families, and others
7. Demonstrating the sensitivity and skills needed to work with individuals of diverse characteristics
8. Displaying skills in supervising others
9. Completing high-quality assessments that facilitate diagnosis or special education eligibility and intervention development
10. Completing consultation activities with teachers, parents, students, and other professionals in the areas of problem identification, problem analysis, treatment development and implementation, and outcomes evaluation
11. Identifying, implementing, and evaluating a range of appropriate empirically supported intervention strategies for behavioral, affective, social, and academic problems
12. Understanding of how cultural differences may affect assessment, consultation, and intervention practices and adjust the provision of services accordingly
13. Demonstrating knowledge of research design, methodology, and statistics
14. Using research findings to guide the selection of the most empirically supported assessment instruments, consultation models, and intervention techniques
15. Completing original research projects
16. Contributing to the scientific community via professional presentation and publications

### **Self-Evaluation of Professional Growth and Development**

*Progress*

**Summarize your progress since joining the school psychology program.**

*Goals*

**Summarize your professional goals (at least four) for the *upcoming* year.**