

**Competencies and Objectives Regarding the Program Goal of
Acquiring Professional Knowledge and Identity**

<u>Competency</u>	<u>Objective</u>
Develop an Understanding of the Roles, Functions, Settings of School Psychologists	<ul style="list-style-type: none"> ▪ Develop an understanding of the multiple roles that school psychologists assume when working in both school and nonschool settings ▪ Develop an understanding of the multiple settings in which school psychologists practice ▪ Develop an understanding of the multiple levels with which school psychologists work: individuals, groups, systems ▪ Develop a professional identity as a school psychologist
Develop Skills in Professional/Ethical Behavior	<ul style="list-style-type: none"> ▪ Develop an understanding of the ethical guidelines proposed by NASP and APA regarding the practice of psychology in the schools ▪ Develop an understanding of the standards of practice set forth by NASP and APA regarding the practice of psychology in the schools ▪ Develop an understanding that one's behavior and choices are a reflection of the training program and the profession of school psychology ▪ Develop skills in professional/ethical behavior that is reflected in all program activities, requirements, and assignments
Develop an Understanding About Relevant Legislation	<ul style="list-style-type: none"> ▪ Develop an understanding of local, state, and federal laws, rules, and regulations that affect the practice of school psychology ▪ Develop a basic understanding of important court decisions that have shaped the practice of school psychology
Understand the History of School Psychology	<ul style="list-style-type: none"> ▪ Develop an understanding of major historical, events, persons, and issues ▪ Develop an understanding of how this history has shaped the profession of school psychology and the current practices in the field
Develop an Understanding of Professional Regulations	<ul style="list-style-type: none"> ▪ Develop an understanding of the major regulatory factors that influence the practice of school psychology ▪ Develop an understanding of the accountability methods used in the delivery of school psychological services
Participate in Professional Activities	<ul style="list-style-type: none"> ▪ Develop an understanding of the mission, history, and publications of the profession's organizations ▪ Become involved in the profession's organizations and conferences ▪ Participate in other professional activities such as assisting with the training program's activities

**Competencies and Objectives Regarding the Program Goal of
Acquiring Foundational Knowledge**

<u>Competency</u>	<u>Objectives</u>
Develop an Understanding of the Theory and Research Related to School Psychology	<ul style="list-style-type: none"> ▪ Develop an understanding of common theories related to constructs being assessed (e.g., personality, social-emotional functioning, behavioral functioning, intelligence, achievement) ▪ Develop an understanding regarding life competencies, resiliency, and healthy social-emotional, behavioral, and academic functioning ▪ Develop an understanding of the basic anatomy and physiology of the central nervous system and how the brain processes information ▪ Develop an introductory understanding regarding the characteristics of various psychiatric disorders, relevant assessment and intervention techniques ▪ Develop an understanding of the foundations of current consultation theory and practice including its use as a systematic problem-solving process ▪ Develop an understanding of factors related to successful home-school-community collaboration ▪ Develop an understanding of the major psychological theories related to counseling and child therapy including client-centered, play therapy, and solution-focused techniques
Develop an Understanding of the Current Issues in the Profession	<ul style="list-style-type: none"> ▪ Develop an understanding of current issues in assessment, including those related to test use and interpretation, political/social issues, and new developments in psychological and psychoeducational assessment ▪ Develop an understanding of current issues in academic, behavioral, and mental health services, including those related to assessment and interpretation, political/social issues, and new developments in empirically-supported interventions
Develop Skills in Critical Appraisal	<ul style="list-style-type: none"> ▪ Develop an understanding for how theory on psychological and psychoeducational assessment relates to practice and data-based decision making ▪ Develop an understanding for how theory on academic, behavioral, and social-emotional functioning relates to practice and data-based decision making ▪ Develop an understanding for how theory and research in the neurosciences relates to practice and data-based decision making
Develop an Understanding of the Profession From a Systems Perspective	<ul style="list-style-type: none"> ▪ Develop an understanding of healthy school environments, effective teaching, and the application of psychology to creating healthy systems ▪ Develop an understanding of how the history of education and the current structure of schools affects the practice of school psychology ▪ Develop an understanding of how theory and research in cognitive neuroscience can inform effective classroom instruction and management

**Competencies and Objectives Regarding the Program Goal of
Understanding Individual Differences**

<u>Competency</u>	<u>Objectives</u>
Develop an Understanding of the Role that Diversity Issues Play in the Practice of School Psychology	<ul style="list-style-type: none"> ▪ Develop an awareness and sensitivity to one's own cultural heritage and to value and respect differences ▪ Develop an understanding regarding the research on diversity as it relates to children in general and children with disabilities in particular ▪ Develop an understanding of how issues of diversity can influence psychoeducational assessment ▪ Develop an understanding of how issues of diversity can influence the delivery of psychological services including academic, behavioral, and mental health interventions and consultation with teachers and parents
Develop an Understanding of the Role that Developmental Issues Play in the Practice of School Psychology	<ul style="list-style-type: none"> ▪ Develop an understanding of the neurological development of children ▪ Develop an understanding of factors that place a young child at risk for later developmental and mental health problems, develop interventions appropriate for birth-five, considering the child in the family context ▪ Develop an understanding of factors that place a young child at risk for later developmental and mental health problems, develop interventions appropriate for birth-five, considering the child in the context of family ▪ Develop an understanding of traditional as well as non-traditional assessment instruments with early childhood populations ▪ Develop an understanding of how developmental factors relate to psychological and psychoeducational assessment ▪ Develop an understanding how developmental factors relate to the delivery of academic, behavioral and mental health services
Develop an Understanding of Issues Related to Urban Settings	<ul style="list-style-type: none"> ▪ Develop an understanding of the characteristics of urban schools including the relationship between poverty, minority status, and academic achievement ▪ Develop a basic understanding of the research in urban education and urban settings ▪ Develop an understanding of the importance of the unique challenges that children in urban settings experience and how these experiences relate to psychological and psychoeducational assessment ▪ Develop an understanding of the importance of the unique challenges that children in urban settings experience and how these experiences relate to the implementation of academic, behavioral and mental health services

**Competencies and Objectives Regarding the Program Goal of
Acquiring Knowledge and Skills Related to Linking Assessment to Intervention**

<u>Competency</u>	<u>Objectives</u>
Develop Knowledge and Skills Related to Assessment	<ul style="list-style-type: none"> ▪ Develop a sufficient understanding of psychometric properties in order to select, use, and evaluate available instrumentation ▪ Develop skills to administer and score normative and alternative assessments when evaluating children in the areas of cognitive ability, academic achievement, and social-emotional-behavioral functioning ▪ Develop skills to observe and interpret assessment-related behavior ▪ Develop skills in using technology for administration and scoring ▪ Develop skills to conduct within and cross-instrument interpretation of various measures
Develop Skills in Conducting Case Conceptualizations	<ul style="list-style-type: none"> ▪ Develop an understanding of the unique nature of each psychoeducational referral, and determine appropriate assessment approaches, procedures and instruments to answer referral questions and guide remediation ▪ Develop skills in the use of theory and data to create and support hypotheses regarding client's current psychological functioning and set goals related to their academic, social-emotional, behavioral needs ▪ Develop skills to establish a linkage between assessment results and the creation of relevant interventions/recommendations ▪ Develop a basic understanding of DSM-IV diagnostic decisions ▪ Develop an advanced understanding of special education eligibility criteria to make diagnostic decisions ▪ Develop an understanding regarding the neurological features of special education diagnoses including neurological disorders
Develop Skills in Designing, Implementing, and Evaluating Interventions	<ul style="list-style-type: none"> ▪ Develop an understanding regarding empirically-supported interventions that address the academic, behavioral, and mental health needs of children ▪ Develop skills in creating, implementing, and evaluating interventions addressing academic, behavioral, and mental health issues for children ▪ Develop skills in applying the scientist-practitioner model in the creation of academic, behavioral and mental health interventions (treatment efficacy) ▪ Develop basic skills in creating, implementing, and evaluating systems level interventions ▪ Develop skills in applying an ecological focus to the creation and evaluation of efficacious school-based interventions addressing the academic, social-emotional, and behavioral needs of children ▪ Develop skills needed to effectively implement interventions with a particular focus on treatment integrity and adherence ▪ Develop skills related to progress monitoring of academic, behavioral, and mental health interventions ▪ Develop skills to use appropriate technologies in the dissemination of information related to services in the schools ▪ Develop technological skills to make data-based intervention decisions and modify interventions

Competencies and Objectives Related to Acquiring Interpersonal Skills

<u>Competency</u>	<u>Objectives</u>
Develop Necessary Communication Skills for the Practice of School Psychology	<ul style="list-style-type: none"> ▪ Develop the necessary interpersonal skills to establish and maintain rapport, interview, motivate, and manage the behavior of examinees ▪ Develop skills needed to orally disseminate assessment results to clients and other relevant persons including parents and school personnel ▪ Develop skills needed to write psychological/psychoeducational reports ▪ Develop skills to disseminate report results to relevant persons including parents and school personnel ▪ Develop interpersonal skills to establish and maintain a therapeutic alliance when working with children individually or in groups using client-centered, solution-focused, psychodynamic and play therapy ▪ Develop skills to critically analyze factors related to effective therapeutic process and alliance ▪ Develop the necessary interpersonal skills to establish and maintain rapport and intervene with children/adolescents and relevant adults in crisis situations
Develop Necessary Collaboration Skills for the Practice of School Psychology	<ul style="list-style-type: none"> ▪ Develop skills needed to implement an ecological, problem-centered model of consultation with school personnel ▪ Develop skills to be an effective multidisciplinary team member ▪ Develop a basic skill of working with other mental health and other health-related professionals who play a role in children's lives within the school setting ▪ Develop a basic skill of working with other mental health and other health-related professionals who play a role in children's lives outside the school setting ▪ Develop skills to integrate parents into the design and delivery of academic, behavioral and mental health services

**Competencies and Objectives Related to
Acquiring Knowledge and Skills in the Area of Research**

<u>Competency</u>	<u>Objectives</u>
Develop a Basic Understanding of Various Research Designs	<ul style="list-style-type: none"> ▪ Develop a basic understanding of various research designs and when to use each (both qualitative and quantitative), ▪ Develop a basic understanding of the threats to validity and reliability in both qualitative and quantitative research ▪ Develop a basic understanding of the different types of variables (e.g., independent, dependent, moderating, and mediating) and how to operationally define them ▪ Develop basic skills in selecting measurement devices of the highest quality when used for research purposes
Develop a Basic Understanding of Data Analysis	<ul style="list-style-type: none"> ▪ Develop basic skills in selecting and employing appropriate data analysis given the nature of the data, the research design, and the question or hypothesis presented ▪ Develop a basic understanding of threats to the validity of various data analysis techniques
Develop a Basic Understanding in the Use of Technology	<ul style="list-style-type: none"> ▪ Develop basic skills needed to organize, enter, manage, manipulate, and analyze data using common software packages (e.g., SPSS) ▪ Develop basic skills in technological techniques for data collection
Develop Skills in Scholarly Writing	<ul style="list-style-type: none"> ▪ Develop skills in writing research reports according to the Style Manual of the American Psychological Association ▪ Acquire skills appropriate for scholarly writing
Consume Scholarly Literature	<ul style="list-style-type: none"> ▪ Develop a continuous understanding of the scientific foundation for the field by regularly reading professional literature ▪ Develop a continuous understanding of how research in related fields inform the practice of school psychology
Develop Skills for Responsible Research Practice	<ul style="list-style-type: none"> ▪ Develop an understanding of the professional guidelines regarding the legal and ethical responsibilities of conducting psychological research ▪ Develop basic skills in submitting proposals to appropriate human subjects committees or Institutional Review Boards