

PROGRAM GOALS, AIMS, AND COMPETENCIES

Graduates of the program are expected to be competent researchers and practitioners who operate from a foundation of professional psychology with expertise in the application of psychological knowledge to promote academic, behavioral, emotional, and social achievement of a variety of learners. Moreover, graduates will possess skills to collaborate in meaningful partnerships with scholars, service providers, and families. To accomplish these broad programmatic goals, the KSU school psychology program asserts nine training aims to ensure that students acquire the fundamental underpinnings for the delivery of contemporary school psychological services. These aims are based on disciplinary standards for professional psychology and school psychology, including the Standards of Accreditation for Health Service Psychology (American Psychological Association, 2015, Rev. 2017). Below each aim are expected knowledge and professional competencies that students must demonstrate within the course of their preparation:

Research (Aim #1): Students must demonstrate the ability to evaluate and use existing research in applied practice AND conduct scientific research that leads to dissemination.

Minimum Expected Knowledge/Professional Competencies:

- Critically evaluate, interpret, and use existing research within the practice of school psychology/health service psychology.
- Demonstrate knowledge, skills, and abilities to synthesize research, formulate research questions and/or hypotheses, apply research methods and techniques of data collection/analysis, and apply that knowledge to practice.
- Conduct research and other scholarly activities capable of generating new knowledge within the practice of school psychology/health service psychology.

Ethical and Legal Standards (Aim #2): Students must demonstrate behaviors consistent with relevant ethical, legal, and professional standards.

Minimum Expected Knowledge/Professional Competencies:

- Demonstrate knowledge of and adherence to APA Ethical Principles of Psychologists and Code of Conduct and NASP Principles of Professional Ethics governing practice.
- Demonstrate knowledge of and adherence to local and state laws governing the practice of school psychology/health service psychology.
- Apply learned knowledge to recognize and resolve ethical dilemmas using professional standards of practice.

Individual and Cultural Diversity (Aim #3): Students must demonstrate knowledge, awareness, sensitivity, and skill for providing professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds.

Minimum Expected Knowledge/Professional Competencies:

- Demonstrate awareness of how one's own biases, attitudes, and culture may affect how they interact with diverse individuals and/or communities.
- Demonstrate knowledge of current theories and evidence-based models for understanding diversity within the professional context of school psychology/health service psychology.
- Exhibit the ability to integrate understanding and knowledge of diversity when designing, implementing, and evaluating services in practice and/or research.

Professional Values, Attitudes, and Behaviors (Aim#4): Students must demonstrate professional behaviors/deportment that is consistent with the practice of school psychology/health service psychology.

Minimum Expected Knowledge/Professional Competencies:

- Exhibit professional attitudes and behaviors that demonstrate accountability, lifelong learning, collaboration, and concern for the welfare of others.
- Engage in reflective practice for continuous improvement of professional behavior and skills.
- Demonstrate openness and responsiveness to feedback and supervision.
- Demonstrate increased independence when confronted with professionally complex situations throughout training.

Communication and Interpersonal Skills (Aim #5): Students must demonstrate effective interpersonal and communicative skills necessary to promote the application of psychological and educational principles in the provision of services.

Minimum Expected Knowledge/Professional Competencies:

- Demonstrate the ability to develop and maintain a variety of professional relationships (i.e., students, families, teachers, administrators, colleagues, other health service professionals) in the provision of school psychology/health service psychology.
- Produce, comprehend, and deliver written and oral communications among diverse school personnel, families, and community professionals that facilitate collaboration and the delivery of professional services.
- Demonstrate the ability to engage in collaborative problem-solving to manage difficult situations.

Assessment (Aim #6): Students must demonstrate knowledge and skills in the selection, administration, interpretation, and communication of evidence-based assessment practices.

Minimum Expected Knowledge/Professional Competencies:

- Apply knowledge of foundational principles of human behavior (e.g., cognitive, affective, social, life span development), functional and dysfunctional behaviors, and ecological context (e.g., family, social, societal, cultural) to the assessment and/or diagnostic process.
- Identify and differentiate contemporary diagnostic classification systems in the provisions of school psychology/health service psychology.
- Select and administer a variety of assessments relevant to the client/setting that are technically adequate and derived from multiple sources as part of a comprehensive psycho-educational evaluation.
- Interpret and effectively use data-derived assessment results to guide the development and implementation of recommendations, interventions, and/or programs within the context of multi-tiered service delivery.
- Communicate assessment results/findings in both written documentation and oral presentation in an accurate and effective manner sensitive to a range of audiences (e.g., parents, teachers, other health service professionals).

Intervention (Aim #7): Students must demonstrate knowledge and skills in the selection, administration, interpretation, and communication of evidence-based intervention practices.

Minimum Expected Knowledge/Professional Competencies:

- Establish and maintain effective relationships with recipients (direct or indirect) of services.
- Demonstrate the ability to identify and differentiate contemporary evidence-based intervention plans relevant to the identified concerns.
- Select, develop, and administer evidence-based interventions at the primary, secondary, and systems level that are sensitive to diversity characteristics and contextual variables.
- Use formative assessment results to evaluate intervention effectiveness through a variety of empirical means; Adapt and modify intervention goals as necessary.
- Communicate intervention results/findings in both written documentation and oral presentation in an accurate and effective manner sensitive to a range of audiences (e.g., parents, teachers, other health service professionals).

Supervision (Aim #8): Students must demonstrate knowledge of supervision models and practices.**Minimum Expected Knowledge/Professional Competencies:**

- Identify principles of effective supervision practices within the provision of school psychology/health service psychology.
- Apply knowledge of theories, models, and practices of supervision in professional settings and/or representative activities.

Consultation and Interprofessional/Interdisciplinary Skills (Aim #9): Students must demonstrate knowledge and skills in collaborative consultation with a variety of stakeholders.**Minimum Expected Knowledge/Professional Competencies:**

- Identify varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organization, instructional) applicable to interprofessional practice.
- Communicate information for diverse audiences (e.g., parents, teachers, school personnel, policy makers, community leaders, other health service providers) to promote the provision of school psychological/health service psychology services.
- Consult and collaborate in planning, problem solving, and decision-making processes to identify effective intervention strategies for addressing academic, behavioral, emotional, and social concerns.
- Provide consultative services and technical assistance at the primary, secondary, and systems levels.

Program coursework, field-based experiences, and evaluation of student professional proficiencies also have been influenced by training domains from the Standards for the Graduate Preparation of School Psychologists (National Association of School Psychologists, 2010; alignment shown in Appendix A). That is, students are expected to acquire advanced skills and abilities by achieving novice levels of mastery of the following ten domains:

Data-Based Decision Making and Accountability (2.1): Students demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs

Consultation and Collaboration (2.2): Students demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs.

Interventions and Instructional Support to Develop Academic Skills (2.3): Students demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills.

Interventions and Mental Health Services to Develop Social and Life Skills (2.4): Students demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

School-Wide Practices to Promote Learning (2.5): Students demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Preventative and Responsive Services (2.6): Students demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Family-School Collaboration Services (2.7): Students demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/interactions with community agencies for enhancement of academic and social-behavioral outcomes for children.

Diversity in Development and Learning (2.8): Students demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery.

Research and Program Evaluation (2.9): Students demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.

Legal, Ethical, and Professional Practice (2.10): Students demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.