

## Learning Objectives

### School Psychology EdS Program

The Department of Psychology at Utah State University offers a graduate program of study leading to the Ed.S. degree in Psychology with a specialization in School Psychology, and subsequent educator licensure/certification through the state office of education as a school psychologist. The major emphasis of the USU School Psychology Training Program is the preparation of school psychologists who are broadly trained in psychological and educational foundations, assessment, consultation, behavioral and instructional interventions, statistics and research design, and legal, ethical, and professional issues in the field of school psychology. The program provides an integrated and sequential program of study that ensures all students' knowledge and skills develop appropriately with graduated content and experiences in depth and complexity. A major aspect of the training program is extensive participation in practicum and internship placements in clinical and school settings throughout the student's entire time of enrollment. The program of study typically takes three years to complete, culminating in a full-time, academic year internship in a public school setting during the third year.

The USU School Psychology Training Program adheres to a data-based, problem-solving model of school psychology. Our philosophy is to graduate students who have knowledge and skills to work collaboratively with multidisciplinary teams, families, educators, and the community to promote and provide comprehensive mental health services to children and families with appropriate consideration of individual differences in culture, ethnicity, gender, socioeconomic status, sexual orientation, and abilities. Programs goals and their associated objectives of the program were designed to be consistent with our philosophy and the 2010 approved National Association of School Psychologists (*NASP Standards*) that consists of four separate documents: (a) *Standards for Graduate Preparation of School Psychologists*, (b) *Standards for the Credentialing of School Psychologists*, (c) *Principles for Professional Ethics*, and the (d) *Model for Comprehensive and Integrated School Psychological Services*.

**Goal One: Students will be effective problem-solving change agents who utilize data-based decision making for assessment and intervention for diverse student populations.**

Objective 1.1: Students will demonstrate the ability to make data-based decisions regarding individual students.

Objective 1.2: Students will demonstrate the ability to make data-based decisions regarding programmatic issues.

**Goal Two: Students will obtain a broad understanding of the educational system, the family system, and the practice of school psychology. Students will understand how to effectively work within these systems with diverse student populations.**

Objective 2.1: Students will demonstrate knowledge of schools, their climate, their policies, and their procedures, to include knowledge of special education services and laws.

Objective 2.2: Students will demonstrate knowledge of School Psychology as an area of practice, to include the history, ethical issues, and the roles and functions of school psychologists.

Objective 2.3: Students will demonstrate knowledge of family systems and school systems and understand how to work in a collaborative manner with families, school, and communities.

Objective 2.4.: Students will demonstrate knowledge of, and the ability to practice, behavioral consultation with teachers and parents.

Objective 2.5: Students will demonstrate the ability to use technology relevant to their work.

**Goal Three: Students will obtain skills necessary to promote positive behavioral, emotional, and social well-being of children and their families with diverse experiences within the context of a problem-solving modeling of school psychology.**

Objective 3.1: Students will demonstrate knowledge of development of well-being and psychopathology.

Objective 3.2: Students will demonstrate familiarity with techniques to assess for and monitor source of risk or social, emotional, and behavioral difficulties within the entire school population including functional assessment methods.

Objective 3.3: Students will demonstrate knowledge of and the ability to implement interventions and prevention plans for individuals and at the class-, school-, and district-wide levels to address common mental health, emotional and behavioral needs

**Goal Four: Students will obtain the necessary skills to promote positive academic growth for all children within the context of a collaborative, problem-solving model of school psychology.**

Objective 4.1: Students will demonstrate familiarity with techniques to assess for academic difficulties and monitor academic progress within the entire school population, including curriculum based techniques.

Objective 4.2: Students will demonstrate the ability to develop interventions (in collaboration with other school personnel) for students with academic skill difficulties and at the class-, school-, and district-wide levels to improve or maintain positive academic outcomes.

**Goal Five: Students will value diversity, demonstrate respect for all cultures, and strive towards culturally competent practices.**

Objective 5.1: Students will demonstrate an awareness and knowledge of issues of cultural diversity.

Objective 5.2: Students will demonstrate skills and ability to work effectively with students from varying backgrounds.

Objective 5.3: Students will demonstrate cultural sensitivity in all professional activities.

**Goal Six: Students will obtain a strong background in research methods and understand how to apply this knowledge within the school context.**

Objective 6.1: Students will demonstrate knowledge of research methods (both group and single-subject).

Objective 6.2: Students will demonstrate knowledge of and the ability to apply basic statistical processes professionally to include the ability to translate such knowledge in practice for purposes such as program evaluations.

Objective 6.3: Students will understand how to engage in applied research to monitor the progress of schools, classes, groups, and individuals to whom they provide services.