

Program Aims and Competencies

Ph.D. Program in School Psychology

The doctoral program strives to educate health service psychologists within the specialty of school psychology who demonstrate discipline specific knowledge pertinent to the field of psychology and professional competencies necessary to deliver high quality services in a range of settings.

Aim I: To prepare competent entry-level school psychologists who possess foundational and integrated knowledge across the basic areas of the discipline of psychology, which will be demonstrated by using basic psychological principles to understand and explain human behavior

Competencies

- Demonstrate knowledge of the history and systems of psychology and the specialty of school psychology
- Demonstrate knowledge of research and theory pertaining to the affective, biological, cognitive, developmental and social aspects of behavior
- Demonstrate advanced knowledge of research methods, statistics, and psychometrics
- Demonstrate the ability to integrate, at an advanced level, research and theory from multiple basic areas of psychology

Aim II: To educate school psychologists with the necessary profession-wide entry-level competencies to deliver effective psychological health services to children, adolescents, and families

These services include assessment, intervention, consultation, prevention, and clinical and administrative supervision. The competencies in these areas are exhibited in settings chosen by the graduate, which may include schools, hospitals, university-based clinics, mental health settings or independent practice.

Research Competencies

Demonstrate a substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base:

- a. Conduct research or other scholarly activities, and
- b. Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local, regional, or national level.

Ethical and Legal Standards Competencies

- Be knowledgeable of and act in accordance with:
 - The current version of the APA Ethical Principles of Psychologists and Code of Conduct
 - Relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels
 - Relevant professional standards and guidelines
 - Demonstrate knowledge of legal issues including eligibility criteria for special education services based on federal, state, and district policies, and ethical principles impacting the professional practice of school psychology
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas
- Conduct self in an ethical manner in all professional activities

Individual and Cultural Diversity Competencies

- Demonstrate the requisite knowledge base, articulate an approach to working effectively with diverse individuals and groups, and apply this approach effectively in one's professional work
- Demonstrate an understanding of how one's own personal/cultural history, attitudes, and biases may affect how one's understanding and interaction with people different from oneself
- Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service
- Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities), which includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of one's career
- Demonstrate the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with one's own

Professional Values, Attitudes, and Behaviors Competencies

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others
- Engage in self-reflection regarding one's personal and professional functioning; engage in activities to maintain and improve performance, wellbeing, and professional effectiveness (i.e., self-reflection and self-improvement activities may address issues such as stress management, time management, attention to professional appearance, adaptability, initiative/independence, and maturity/judgment, among others)
- Actively seek and demonstrate openness and responsiveness to feedback and supervision
- Respond professionally in increasingly complex situations with a greater degree of independence while progressing across levels of training

Communication and Interpersonal Skill Competencies

- Develop and maintain effective relationships with a wide range of individuals, including colleagues, communities, organizations, supervisors, supervisees, and those receiving professional services
- Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts
- Demonstrate effective interpersonal skills and the ability to manage difficult communication well

Assessment Competencies

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology
- Demonstrate understanding of human behavior within its context (e.g., family, social, societal and cultural)
- Demonstrate the ability to apply the knowledge of functional and dysfunctional behaviors including context to the assessment and/or diagnostic process
- Select and apply assessment methods that draw from the best available empirical literature and that reflect the science of measurement and psychometrics; collect relevant data using multiple sources and methods appropriate to the identified goals and questions of the assessment as well as relevant diversity characteristics of the service recipient
- Interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective

- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences

Intervention Competencies

- Establish and maintain effective relationships with the recipients of psychological services
- Develop evidence-based intervention plans specific to the service delivery goals
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables
- Demonstrate the ability to apply the relevant research literature to clinical decision-making
- Modify and adapt evidence-based approaches effectively when a clear evidence-base is lacking
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation
- Demonstrate knowledge of prevention models and practices

Supervision Competencies

- Demonstrate knowledge of supervision models and practices
- Establish effective culturally responsive supervisory relationships
- Develop a personal philosophy and model of supervision that can guide future administrative and clinical supervision activities
- Implement effective supervisory methods

Consultation and Interprofessional/Interdisciplinary Skill Competencies

- Demonstrate knowledge of consultation models and practices
- Demonstrate knowledge and respect for the roles and perspectives of other professions
- Establish effective, collaborative relationships with consultees including teachers, parents, and administrators consistent with best practice
- Plan and evaluate evidence-based indirect-service interventions based on the consultation plan developed with teachers, administrators, parents, or systems
- Communicate (orally and in writing) consultation results to concerned parties, such as children, parents, and teachers

Annual Program Assessment

The Graduate Programs in School Psychology are committed to the goal of continuous self-evaluation in order to meet training needs of the field. The School Psychology Coordinating Committee annually reviews all program evaluation data. School Psychology retreats are typically held annually. The self-evaluation plan is presented below with each review completed annually unless otherwise stated.

Annual Program Assessment Methods and Frequency

- Reviewing grade point averages each semester for all trainees; a minimum 3.0 out of 4.0 is required
- The SPCC conducts annual reviews of all students currently enrolled in the doctoral program. This review includes all faculty and practicum supervisor evaluations*, progress on apprenticeship or thesis and dissertation research requirements to assess trainees' progress including achieving predetermined Minimal Levels of Achievement for each Discipline Specific Knowledge area and Profession Wide competency.
- Hold at least one meeting or phone conference with internship supervisors each year; review final internship evaluation for all interns
- Hold individual meetings, at least annually, with the school psychologist and or other designated site supervisor at field sites about first year trainee placements
- Review the results of the comprehensive exam completed by advanced trainees

- Review the School Psychology Content Area Test and Praxis II exam results for all students and Exam for Professional Practice in Psychology (EPPP) results for graduates who apply for licensure
- Convene the School Psychology Coordinating Committee at least monthly with agenda items devoted to trainee concerns articulated by trainee representatives
- Convene the School Psychology Community Advisory Committee meetings once a year in the fall
- Distribute alumni surveys 2 and 5 years post degree
- Review annual APA ARO data of graduates including employment status, professional accomplishments, and licensure status.
- Complete the APA accreditation self-study periodically as required by APA
- Complete the doctoral program review by internal review committees of Illinois State University every seven years, with a report to the Illinois Board of Higher Education

* For any items rated below 3 (meets expectations for stage of training), measures are taken to support students in improving their demonstrated performance (see the section on Minimal Levels of Achievement above).

Appendix A: Doctoral Program Schematic of Performance-based Assessments

Admission	Year 1 Assessments	Year 2 Assessments	Year 3 Assessments	Year 4 Assessments	Year 5 Assessments (if appropriate)	Post-graduate follow-up
<p>Review all completed doctoral program applications</p> <p>Personal interview with invited applicants</p> <p>Current student feedback on interviewed applicants</p> <p>Faculty deliberations related to admission</p> <p>List required foundational courses</p> <p>For admission, require the equivalent of a minor in psychology (21 credits)</p>	<p>3.0 or better GPA</p> <p>B or better grade in all required DSK and PWC courses</p> <p>In January, mid-year assessment of trainees; program coordinator meets with trainees; trainees receive a written summary of the meeting</p> <p>GA supervisor evaluation</p> <p>Assessment of trainees' PWCs by faculty, advanced doctoral supervisors, and fieldwork supervisors</p> <p>SPCC annual trainee evaluation, program advisor reviews progress with trainee, who receives a written summary of evaluation and meeting</p>	<p>3.0 or better GPA</p> <p>B or better grade in all required DSK and PWC courses and practica (436A04 and 436A05)</p> <p>GA supervisor evaluation</p> <p>Assessment of trainees' PWCs by faculty and practicum supervisors</p> <p>Trainee's Degree Audit Worksheet is approved by program advisor</p> <p>SPCC annual trainee evaluation, program advisor reviews progress with trainee, who receives a written summary of evaluation and meeting</p>	<p>3.0 or better GPA</p> <p>B or better grade in all DSK and PWC courses & practica</p> <p>GA supervisor evaluation</p> <p>Complete research apprenticeship project or defend master's thesis by Dec. 1</p> <p>Assessment of trainees' PWCs by faculty and practicum supervisors</p> <p>SPCC annual trainee evaluation, program advisor reviews progress with trainee, who receives a written summary of evaluation and meeting</p>	<p>3.0 or better GPA</p> <p>B or better grade in all DSK and PWC courses & practica</p> <p>Pass comprehensive exam before fall semester</p> <p>GA supervisor evaluation</p> <p>Dissertation proposal must be approved by October 31 to apply for internship</p> <p>Approval required to seek an internship</p> <p>Assessment of trainees' PWCs by faculty and practicum supervisors</p> <p>SPCC annual trainee evaluation, program advisor reviews progress with trainee, who receives a written summary of evaluation and meeting</p> <p>Complete ISBE Content Area Test in School Psychology by August 15</p>	<p>3.0 or better GPA</p> <p>Trainee self-assessment of internship performance</p> <p>Formative and summative evaluations by internship site supervisors</p> <p>Defend dissertation</p> <p>SPCC annual trainee evaluation, program advisor reviews progress with trainee, who receives a written summary of evaluation and meeting</p> <p>Complete Praxis II exam by July 31 of internship year</p>	<p>Review annual APA ARO survey data including employment status, professional achievements, and licensure status.</p> <p>Complete Alumni Surveys (2 and 5 years post-graduation)</p> <p>Annual alumni newsletter soliciting graduate updates</p> <p>Review pass rate of graduates on the EPPP exam</p>

Acronyms:

DSK – Discipline Specific Knowledge

GPA – Grade Point Average

PWC – Profession-Wide Competency

SPCC – School Psychology Coordinating Committee