



Program Goals and Objectives

School Psychology Program – Syracuse University

Overview

Consistent with APA guidelines, exposure to coursework, clinical practice, and research occurs in a graded fashion beginning in the student's first year. Nine program goals guide doctoral training and 22 objectives describe student performance in relation to coursework, research, and clinical practice competencies. These program goals and objectives are provided below.

Program Goals

Nine program goals guide training in the School Psychology Program:

- (1) Demonstrate a thorough knowledge of psychological and educational theory and research;
- (2) Contribute to scholarship by applying research methods and tools of inquiry;
- (3) Demonstrate skills in the foundations of school psychology practice;
- (4) Provide a full range of psychological services in diverse and inclusive settings;
- (5) Use assessment data on student learning to adapt instruction and design treatment;
- (6) Engage in continuing professional growth;
- (7) Provide collaborative consultation with school personnel, families and caregivers, and direct care staff;
- (8) Adhere to professional, ethical, and legal standards governing the profession;
- (9) Contribute to improved student learning and behavior

Program Objectives

Toward these goals, the faculty has established a set of 22 objectives that guide student training as well as descriptions of student performance for demonstrating broad psychological knowledge, research, and clinical practice competencies. These training objectives require all students to:

- (1) be knowledgeable regarding children's development in cognitive, affective, social, academic, and adaptive domains;

- (2) be knowledgeable regarding education, school as a setting, instructional practices, and multidisciplinary school personnel;
- (3) be knowledgeable of empirical research in psychology and education;
- (4) be able to evaluate a variety of research methodologies;
- (5) demonstrate rigorous and creative applications of experimental design, data analysis, and interpretation skills;
- (6) demonstrate "best practices" in home- and school-based intervention and consultation;
- (7) demonstrate "best practice" in assessment and evaluation;
- (8) demonstrate "best practice" in counseling;
- (9) demonstrate diversity awareness and sensitive service delivery;
- (10) recognize when issues of diversity affect the manner and nature of interactions with others;
- (11) adapt or modify practices in response to those being served;
- (12) demonstrate professional skills in a wide range of settings including clinics, hospitals, and homes with diverse student populations and disabilities;
- (13) engage in data-based problem solving in all professional decisions;
- (14) demonstrate increasing independence and responsibility in research participation and clinical work throughout graduate training;
- (15) maintain certification and licensure while attending continuing education functions as necessary and required by the profession;
- (16) apply and easily generalize problem solving, interpersonal influence, and implementation support skills in all consultation cases;
- (17) demonstrate the ability to work effectively and collaboratively with people and agencies;
- (18) demonstrate knowledge and understanding of professional, ethical, and legal standards;
- (19) uphold professional, ethical and legal standards in professional decision making to enhance the quality of services and protect the rights of all parties;

(20) identify and apply sound principles of behavior change in order to design and implement prevention and intervention programs to promote positive changes in children's learning and behavior;

(21) help parents, caregivers, and schools develop goals for children, taking into account the need to adjust expectations for individual children; and

(22) engage in intervention activities that produce positive changes in student learning and behavior beyond that expected by typical growth.