# LSU School Psychology Program Training Goals and Objectives

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<th>Goal 1: Foundations</th>
<th>Program graduates will demonstrate understanding of fundamental principles influencing human behavior.</th>
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<td><strong>Objective 1.1.</strong></td>
<td>Program graduates will demonstrate understanding of critical biological, cognitive, social, developmental, and environmental factors influencing human behavior.</td>
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<td><strong>Training Assessment:</strong></td>
<td>Successful completion of the psychology core as specified by the Department of Psychology plus completion of the Behavioral Perspectives on Child and Adolescent Development graduate seminar. <em>Assessment standard:</em> Completing all departmental core courses plus the developmental course with a B or better.</td>
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<th>Objective 1.2.</th>
<th>Program graduates will demonstrate understanding of ecobehavioral models of person-environment interaction and how this influences behavior.</th>
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<td><strong>Training Assessment:</strong></td>
<td>(1) Successful completion of <em>Theories and Concepts of Behavior Analysis</em> and <em>Research Methodology and Application in Behavior Analysis</em>. <em>Assessment standard:</em> Completing courses with a B or better.  (2) Successful completion of the applied behavior analysis domain of the comprehensive doctoral specialty examination. <em>Assessment standard:</em> Passing evaluation of written and oral examination by a committee of four faculty members including the representative of the Dean of the Graduate School.</td>
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<th>Goal 2: Effective Clinicians</th>
<th>Program graduates will be effective clinicians who exhibit scientifically guided practice.</th>
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<td><strong>Objective 2.1. Assessment.</strong></td>
<td>Program graduates will use assessments that meet current professional standards for practice to guide diagnostic determination, intervention design, and monitor the progress of clients they serve.</td>
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<td><strong>Competency 2.1.1.</strong> Program graduates will demonstrate mastery of the technical issues relevant to the selection and interpretation of assessment devices in school psychology.</td>
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<td><strong>Training Assessments:</strong>(1) Successful completion of <em>Psychological Assessment I</em> and <em>Psychoeducational Assessment</em>. <em>Assessment standard:</em> Completing courses with a B or better.  (2) Successful completion of the assessment domain of the comprehensive doctoral specialty examination. <em>Assessment standard:</em> Passing evaluation of written and oral examination by a committee of four faculty members including the representative of the Dean of the Graduate School.</td>
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<tr>
<td><strong>Competency 2.1.2.</strong> Program graduates will demonstrate a clear understanding of the different technical qualities that are desirable in assessment tools that are used for diagnostic determination, treatment planning, and progress monitoring.</td>
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<tr>
<td><strong>Training Assessment:</strong> Successful completion of <em>Psychological Assessment I</em> and <em>Psychoeducational Assessment</em>. Successful completion of the assessment domain of the comprehensive doctoral specialty examination. <em>Assessment standard:</em> Completing courses with a B or better.  Passing evaluation of written and oral examination by a committee of four faculty members including the representative of the Dean of the Graduate School.</td>
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<tr>
<td><strong>Competency 2.1.3.</strong> Program graduates will devise, implement, and interpret assessment plans to screen referral concerns for purposes of triage and problem identification.</td>
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| **Training Assessment:** Successful selection and use of case appropriate screening measures during practicum training through observation by practicum supervisor and review of products. *Assessment standard:* Practicum supervisors must grade screening
### Competency 2.1.4.
Program graduates will devise, implement, and interpret assessment data in a professionally appropriate manner to reach diagnostic determinations based on the relevant diagnostic criteria.

**Training Assessment:** Successful completion of diagnostic psychoeducational evaluation with complete report and client conference during practicum training through observation by practicum supervisor and review of products. *Assessment standard:* Practicum supervisors must grade screening assessments as ready for internship. The final reports to meet this objective must be passed by a faculty member who is a licensed psychologist.

### Competency 2.1.5.
Program graduates will devise and implement behavioral, functional, and academic assessments to develop case formulations that guide intervention planning.

**Training Assessment:** Successful completion of functional behavioral assessments to guide problem identification and hypothesis generation during practicum training through observation by practicum supervisor and review of products. *Assessment standard:* Practicum supervisors must grade screening assessments as ready for internship.

### Objective 2.2: Intervention.
Program graduates will design and implement evidenced-based therapeutic interventions that meet the needs of children, adolescents and families across educational and community settings.

### Competency 2.2.1.
Program graduates will demonstrate mastery of fundamental principles of human behavior, assessment, and effective intervention sufficient to develop an appropriate case formulation.

**Training Assessments:** (1) Successful completion of Theories and Concepts of Behavior Analysis, School-Based Psychological Interventions and Child Behavior Therapy. *Assessment standard:* Completing courses with a B or better. (2) Successful completion of the applied behavior analysis and intervention domains of the comprehensive doctoral specialty examination. *Assessment standard:* Passing evaluation of written and oral examination by a committee of four faculty members including the representative of the Dean of the Graduate School. (3) Appropriate case formulations observed during practicum training by supervisors and review of products. *Assessment standard:* Practicum supervisors must grade screening assessments as ready for internship.

### Competency 2.2.2.
Program graduates will demonstrate consulting skills necessary to support intervention adoption and implementation in the natural environment.

**Training Assessment:** (1) Successful completion of School Psychological Consultation. *Assessment standard:* Completing courses with a B or better. (2) Successful completion of the consultation domain of the comprehensive doctoral specialty examination. *Assessment standard:* Passing evaluation of written and oral examination by a committee of four faculty members including the representative of the Dean of the Graduate School. (3) Appropriate intervention support and consultation practices as observed during practicum training by supervisors and review of products. *Assessment standard:* Practicum supervisors must grade screening assessments as ready for internship.

### Competency 2.2.3.
Program graduates will demonstrate competence consulting with parents, children/youth, and other professionals regarding diverse student and organizational issues.

**Training Assessment:** (1) Successful completion of School Psychological Consultation.
Assessment standard: Completing courses with a B or better. (2) Successful completion of the consultation domain of the comprehensive doctoral specialty examination.

Standard: Passing evaluation of written and oral examination by a committee of four faculty members including the representative of the Dean of the Graduate School. (3) Appropriate intervention support and consultation practices as observed during practicum training by supervisors and review of products. Assessment standard: Practicum supervisors must grade screening assessments as ready for internship.

Competency 2.2.4. Program graduates will demonstrate professional intervention and treatment outcome evaluation skills.

Training Assessment: (1) Successful completion of Behavior Analysis Research Methods, School-Based Psychological Interventions and Child Behavior Therapy. Assessment standard: Completing courses with a B or better. (2) Successful completion of the applied behavior analysis and intervention domains of the comprehensive doctoral specialty examination. Assessment standard: Passing evaluation of written and oral examination by a committee of four faculty members including the representative of the Dean of the Graduate School. (3) Appropriate outcome evaluations observed during practicum training by supervisors and review of products. Assessment standard: Practicum supervisors must grade screening assessments as ready for internship.

Objective 2.3. Law, Ethics, & Culture. Program graduates will demonstrate an understanding of the fundamental legal and ethical principles underlying the practice of school psychology and exhibit practice that is congruent with those principles. Fundamental to this goal is respect for the diversity of individual and cultural differences.

Competency 2.3.1. Program graduates will demonstrate mastery of the guides to ethical conduct published by APA, NASP, and the BACB. Program graduates will be able to describe critical laws governing school psychology practice such as the mandatory reporter statute, IDEIA, and Section 504.

Training Assessment: (1) Successful completion of Ethical, Legal, and Professional Issues in School Psychology as well as Cultural Diversity in Counseling and Therapy. Assessment standard: Completing courses with a B or better. (2) Successful completion of the law and ethics domain of the comprehensive doctoral specialty examination. Assessment standard: Passing evaluation of written and oral examination by a committee of four faculty members including the representative of the Dean of the Graduate School.

Competency 2.3.2. Program graduates will demonstrate the importance of cultural differences in providing services and the boundaries of their competence across populations.

Training Assessment: (1) Successful completion of Ethical, Legal, and Professional Issues in School Psychology and Cultural Diversity in Counseling and Therapy. Assessment standard: Completing course with a B or better. (2) Culturally sensitive practice as observed during practicum training by supervisors. Assessment standard: Practicum supervisors must grade screening assessments as ready for internship.

Competency 2.3.3. Program graduates will demonstrate an understanding of the issues surrounding critical issues of culture, equity, and outcomes in education, assessment, and the evidence for the efficacy of educational and psychological services.

Training Assessment: Successful completion of Ethical, Legal, and Professional Issues in School Psychology and Cultural Diversity in Counseling and Therapy. Assessment standard: Completing courses with a B or better. (2) Successful completion of the law
Goal 3: Effective Leaders. Program graduates will be effective leaders the administrative, provision of services, and scholarly community of school psychology.

Objective 3.1. Research. Program graduate will contribute to the development of new knowledge within psychology.

Competency 3.1.1. Program graduates will demonstrate mastery of diverse research methodologies.

Training Assessment: (1) Successful completion of Methodology and Research; Intermediate Statistics; Advanced Statistics; and Research Methodology and Application in Behavior Analysis. Assessment standard: Completing courses with a B or better. (2) Successful completion of the thesis and dissertation. Assessment standard: Passing evaluation of the dissertation by a committee of four faculty members including the representative of the Dean of the Graduate School.

Competency 3.1.2. Program graduates will conduct their research activities in a manner that is congruent with both ethical and legal standards for professional conduct. This includes demonstrating respect for the dignity of others.

Training Assessment: (1) Successful completion of Methodology and Research; Research Methodology and Application in Behavior Analysis; and Ethical, Legal, and Professional Issues in School Psychology. Assessment standard: Completing courses with a B or better. (2) Successful completion of the law and ethics domain of the comprehensive doctoral specialty examination. Assessment standard: Passing evaluation of written and oral examination by a committee of four faculty members including the representative of the Dean of the Graduate School. (3) Ethical research practice as observed during directed research, thesis, and dissertation by supervising faculty. Assessment standard: Practicum supervisors must grade screening assessments as ready for internship.

Objective 3.2. Program graduates will demonstrate management and leadership skills evidencing readiness to make an impact on the field.

Training Assessment: Supervisor ratings of at least “good” for both teamwork and leadership on the Student Annual Evaluation. Rating of “ready for internship” for establishing rapport and case management on the Student Annual Evaluation.