Idaho State University
School Psychology Program
Course Learning Outcomes

SCPY 6615 Advanced Child Development
1. The student will competently demonstrate the ability to understand and apply knowledge of Child Development in reference to needs of parents, students, teachers or other professionals to achieve greater success and demonstration of positive impact upon learning and achievement of children and youth in school settings. 2. The student will demonstrate knowledge and applications of current scientifically-based research in Child Development as applied to school settings as described in the primary text of the course through a combination of tests and application problems assigned.
SCPY 6616 Psychological Assessment
1. Candidates will become familiar with the assessment process used to determine eligibility of children and adolescents 2. Candidates will gain knowledge of how to select appropriate assessment instruments relative to DSM disorders usually first diagnosed in infancy, childhood, and adolescence 3. Candidates will become familiar with a variety of assessment instruments used in psychological assessment 4. Candidates will use assessment data to develop interventions and evaluate their effects/outcomes 5. Candidates will become familiar with legal and ethical principles and considerations as they apply to the use of psychological assessment instruments and assessment process in a decision-making process.
SCPY 6619 Individual Intelligence Testing
1. Candidates will become familiar with the major statistical principles regarding educational measurement and intellectual assessment, select appropriate assessment instruments for a specific use and/or a specific population, and appropriately use the assessment results (e.g., making special education eligibility decision) with a wide variety of intellectual assessment instruments. 2. Candidate will become familiar with the major theories of intelligence, and an understanding of the history and current trends in intellectual assessment and the limitations of psychometric tests, particularly as it relates to ethical and legal uses of tests and assessment devices with under-represented groups. 3. Clinical use of the most widely used measures of intellectual assessment, and the development of appropriate technical skills required to administer the tests in a standardized manner 4. Candidates will compile of intellectual assessment data, synthesize of findings, and effectively communicate results for diverse audience (e.g., parents, teachers, other school personnel) in in a report format 5. Candidates will use assessment data to develop interventions and evaluate their effects/outcomes 7. Candidates will become more familiar with the ethical principles developed for the use of psychological measurement and development of internal standards for assessment

SCPY 6652 Specialist Paper
- Candidate will gain experience with conducting research and disseminating its results.   - Candidate will formulate questions and isolate problems within a logical framework.   - Candidate will analyze an area of study and understand its issues in relation to current literature.   - Candidate will consider and evaluate divergent positions relative to one's area of study.   Candidate will analyze, evaluate, synthesize, and communicate information and support ideas and conclusions with available research.
SCPY 6657 Legal and Ethical Issues in School Psychology
Knowledge: 1. The candidate will become familiar with legal and ethical principles and considerations as they apply to the practice of school psychology. 2. The candidate will become familiar with ethical dilemmas commonly encountered by school psychologists working in public schools. 3. The candidate will become familiar with an eight-step problem-solving model and its application to ethical and legal decision-making. 4. The candidate will become familiar with the Ethical Principles of Psychologists and Code of Conduct (2002) promulgated by the American Psychological Association and the Principles of Professional Ethics (2010) and Guidelines for the Provision of School Psychological Services (200A) of the National Association of School Psychologists Skills: 1. The candidate will develop skills to analyze current debates in legal, ethical, and organizational views of what constitutes appropriate practice and how to reconcile divergent or conflicting recommendations in a defensible manner 2. The candidate will develop skills to analyze current debates in legal, ethical and organizational views of what constitutes appropriate practice and how to reconcile divergent or conflicting recommendations in a defensible manner. 3. The candidate will develop skills to identify and discuss the ethical and legal aspects of situations that arise in professional practice, use ethical reasoning skills to anticipate and prevent problems from arising; and make informed, well-reasoned choices in resolving problems when they do occur.
SCPY 6659 Multicultural Issues in School Psychology
1. Candidates will develop knowledge of important research and theories regarding Culture, Multicultural Issues, and Cultural Competence. 2. Candidates will develop knowledge of how Culture, Socioeconomic Status, and Ethnic Differences affect student-centered learning and the educational environments. 3. Candidates will develop knowledge of how their own Culture, Socioeconomic Status, and Ethnic Differences impact their interactions with children, educators, and communities.

4. Candidates will develop the skills necessary to deliver bias-reduced school psychological services to children, educators, and communities.
5. Candidates will develop an awareness of how ethical standards address differences related to ethnicity, cultural background, gender, and sexual orientation.
6. Candidates will become familiar with practice standards related to multicultural service delivery designed by the APA and NASP profession organizations.
7. Candidates will develop the skills necessary to recognize cultural variations within and between ethnic groups.
8. Candidates will develop a greater sensitivity to ethnic minority issues that may impact one's diagnostic impressions and clinical intervention approaches for individuals of differing cultures.
9. Candidates will develop the skills necessary to implement culturally appropriate clinical interventions for children and families of diverse backgrounds.

SCPY 6660 Seminar in School Psychology

1. Students will have knowledge of the history and foundations of school psychology.
2. Students will have knowledge regarding various service models and professional roles within school psychology.
3. Students will have knowledge about professional ethics and standards

SCPY 6662 Consultation in the Schools

1. To increase knowledge of:
   a. basic concepts and models of consultation
   b. the history of consultation
   c. consultation models and their underlying principles and assumptions
   d. variables impacting the consultation process at various stages
   e. research related to consultation and planned change
   f. legal and ethical issues involved in the practice of consultation
2. To develop skills in:
   a. diagnosing and applying models of consultation to specific situations
   b. collaborative, problem-solving consultation with an individual or group through each stage of the consultative process
   c. analyzing the consultative process for its effectiveness
   d. planning and communicating strategies needed to develop rapport and the motivation to problem solve
   e. negotiating and mediating skills to reach consensus and to move past barriers
   f. applying knowledge of social and behavioral research to the consultative process

SCPY 6663 Clinical and Diagnostic Interviewing in Schools

Knowledge
1. The Candidate will demonstrate knowledge of ethical principles and considerations in conducting clinical and diagnostic interviews.
2. The Candidate will demonstrate knowledge of theories of interviewing reflected in contemporary research.

3. The Candidate will increase knowledge of the importance of effective communication in reporting results of interviews with parents, teachers, and students.
4. The Candidate will demonstrate knowledge of the various components of the clinical interview including attending, listening, open and closed questioning, relationship variables, verbal and nonverbal communication, the structure of the interview, and mental health status examination.
5. The Candidate will increase knowledge of the importance of empathy, congruence, positive regard, and rapport, as well as the negative effects of interviewer bias and countertransference in the interviewing process.

Skills

1. The Candidate will develop skills in attending behavior, active listening, and the use of open- ended and close-ended questioning, directive and nondirective questioning, and the use of structured and non-structured interview formats.
2. The Candidate will develop skills necessary for establishing rapport during the interviewing process.
3. The Candidate will develop skills necessary to clearly communicate the results of the interview process in reports written for parents, teachers, and other professionals so that they will understand and use this information in a meaningful manner.

SCPY 6664 Neurocognition and Learning

1. Candidates will understand normal as well as abnormal neurodevelopment in children and adolescents.
2. Candidates will become acquainted with common neuropsychological tests used for answering different referral questions.
3. Candidates will identify common neurodevelopmental disorders in children and adolescents.
4. Candidates will understand when neuropsychological assessment is indicated and how the information can be used to diagnose, treat and manage neuropsychological disorders in children and adolescents.
5. Candidates will compile of neuropsychological assessment data, synthesize of findings, and effectively communicate results through report writing.

SCPY 6665 Clinical School Psychology

1) Candidates will become familiar with a variety of clinical mental health issues facing today's school psychologists in the educational setting.
2) Candidates will explore school-based clinical interventions designed to respond to clinical issues in the educational setting.
3) Candidates will develop an in-depth knowledge of the child and adolescent DSM-V- clinical disorders.
4) Candidates will develop an in-depth knowledge of child and adolescent psychopathology from a developmental perspective.
5) Candidates will further develop their written and oral communication skills and will be able to disseminate information to important stakeholders in a way that the stakeholder can understand.

SCPY 6668 Practicum: Intro to School Psych, Special Education, and Learning Disability

1) Candidates will become familiar with general education system and special education and learning disability classifications- Assessed through In-Class Exercise, In-Class Case Presentation, and the Report-Writing Assignment.
2) Candidates will gain knowledge of problem-solving approach (e.g., Multi-tiered system of support) to assessment and intervention for academic concerns- Assessed through In-Class Exercise, In-Class Case Presentation, and the Report-Writing Assignment.
3) Candidates will gain knowledge of theory and research on Response-to-Intervention (RTI) and curriculum-based measurement that promote student learning outcomes - Assessed through In-Class Exercise, In-Class Case Presentation, and the Report-Writing Assignment.
4) Candidates will gain knowledge of setting up functional analysis of learning performance and measures in schools
5) Candidates will gain knowledge and skills of collaboration with other professionals in a multidisciplinary team- Assessed through midterm and final evaluation by on-site supervisor.
6) Candidates will effectively communicate assessment information/results for diverse audience (e.g., parents, teachers, other school personnel) in their psychological reports- Assessed through midterm and final evaluation by on-site supervisor and the Report-Writing Assignment.

SCPY 6669 Advanced Practicum in School Psychology (Fall)

1) Candidates will be capable of developing a research-based academic intervention- Assessed through the Academic Intervention Project.
2) Candidates will be capable of monitoring the implementation and outcomes of an academic intervention (e.g., Response-to-Intervention, curriculum-based measurement).

SCPY 6669 Advanced Practicum in School Psychology (Spring)

1) Candidate will develop knowledge of how to assess and link interventions to reduce academic and social-behavioral concerns and improve student success and learning in schools
Skills
2) Candidate will develop skills to develop a systematic problem-solving approach to the identification and evaluation of a variety of learning difficulties in children and adolescents
3) Candidate will develop skills to use a systematic problem-solving approach to identify, define, explore interventions; act on Intervention Plan, and monitor and look at results

SCPY 6672 Problem-Solving Intervention in Schools

1) Students will develop skills and knowledge of the process of Problem-Solving Intervention (PSI) process as applied in school settings.
2) Students will be able to develop a Model of PSI effectively in a school setting.
3) Students will be able to successfully use data to develop, implement, and evaluate outcomes using a PSI system in school settings.
4) Students will be able to effectively apply their skills in PSI to authentic school situations and classrooms via case vignettes.
5) Skill to apply knowledge of PSI to problems of students and demonstrate the results of evidence-based interventions upon their performance.

6)   Skill to report on Intervention Plans to stakeholders (in the system) as to the benefits and impact of the PSI approach upon student learning and performance.

SCPY 6673 Response to Intervention Methods

1. Students will develop skills and knowledge of the process of RTI/PSI as applied in school settings.
2. Students will be able to develop and implement a Model of RTI-PSI effectively in a school setting.
3. Students will be able to successfully use data to develop, implement, and evaluate outcomes of RTI in school settings.
4. Students will be able to effectively apply their skills in RTI and PSI to authentic school situations and classrooms.
5. Skill to apply knowledge of RTI to "problems" of students and demonstrate the results of evidence-based interventions upon their performance.
6. Skill to report on Intervention Plans to stakeholders as to the benefits and impact of the RTI approach upon student learning and performance.

SCPY 6682 Cognitive-Behavioral Intervention (CBI) in Schools

1) Candidates will become knowledgeable in CBT
2) Candidates will demonstrate competency in applying CBT.
3) Candidates will become knowledgeable in evidence-based interventions (EBI).
4) Candidates will demonstrate competency in applying EBI's.
5) Candidates will demonstrate ability to take into consideration client's specific cultural, developmental, and linguistic needs when using CBT/EBI's.
6) Candidates will demonstrate ability to use data to guide interventions and measure outcomes
7) Candidates will demonstrate ability collaborate with stakeholders in order to improve student's outcomes.

EDUC 6601 Research and Writing

Overall the objectives of this course are:
1. Constructing a research question, an investigation proposal, and protocol
2. Writing a review of relevant educational peer-reviewed research literature
3. Applying current APA style to professional writing
4. Demonstrating an understanding of the nature, purpose, and application of educational research methods, design, and communication

EDUC 6602 Theories of Learning

After completing the course, leaners will:
1. Identify the underlying theories that support learning at all stages of development. (Recognize key theories and theorists.)
2. Make decisions about which theories can be used to resolve an identified learning issue.
3. Apply an understanding of selected theories to the resolution of a learning issue or problem.
4. Reflect on your understanding of learning theory and apply that understanding to yourself as an instructor and/or as a learner.

5. Explore the challenges of teaching varied learners even as you familiarizing yourself with a range of learning theories.
EDUC 6610 Applied Educational Statistics
1. The advanced professional educator understands the basic parametric and nonparametric techniques used for summarizing and statistically analyzing qualitative and quantitative measurement data measurement data encountered in education, social sciences, and related professions. 2. The advanced professional educator demonstrates calculator skills and technology competencies needed for the application of basic statistics 3. The advanced professional educator meets the current standards of the American Educational Research Association, when reporting the processes, results, and conclusions of data analyses. 4. The advanced professional educator in his or her report writing meets the editorial, formatting, and writing style requirements of the latest edition of the Publication Manual of the APA 5. The advanced professional educator adheres to ethical and legal standards in the conduct of research and the reporting of results in accordance with the latest edition of the Publication Manual of the American Psychological Association and in accordance with the ISU Student