

Oklahoma State University
Assessment Plan
School of Applied Health and Educational Psychology
School Psychology
Revised 12/2001

1. Name of Program:

School Psychology

2. Degree Programs that are assessed under this plan:

Ph.D. in Educational Psychology, Option: School Psychology

3. Mission, Objectives, Goals

The School Psychology training program at Oklahoma State University is based on the scientist-practitioner model in which theory, research and practice are considered integrated components of a comprehensive training program. Within this model is embedded our Science- Based Learner Success (SBLS) orientation which emphasizes use of the scientific knowledge base and methodological rigor in the delivery of school psychology services in order to effect positive outcomes. Our philosophy is that all children, youth, and adult learners have the right to be successful. Success refers not only to accomplishment of immediate goals but also to long range goals of adulthood such as maximizing personal potentials, social integration, meaningful work, and contributing to society.

Graduates of the OSU school psychology program are psychologists with specific training for working with children, youth, families, school personnel and other agencies, as well as adult learners; they provide direct services to their clients and serve as liaisons among children and the many adults who are concerned with their welfare. The SBLS orientation focuses primarily on prevention and intervention services related to the psycho educational and mental health needs of children and youth. Preventative services emphasize an ecological approach within the various settings that address mental health needs of children, youth and adult learners. The primary goal of the program, then, is to prepare doctoral level practitioners for these settings.

Those who practice from a SBLS perspective are not only skeptical consumers of research but contribute to the existing knowledge base through their ongoing scholarship and research activities. They also understand that the scientific and professional literature is constantly being upgraded and that continuing professional development and life-long learning are integral to success as a school psychologist. Some of our graduates choose to pursue an academic career, and facilitation of these goals is also an objective of our program.

The program of study, including course work, practica experiences, and research, is carefully sequenced so that it is cumulative and increasingly complex. It reflects a generalist school psychology training model in that students are expected to obtain entry-level competence in a wide variety of professional skills, acquire broad-based knowledge of psychological and educational foundations, demonstrate the ability to plan and carry out research, and demonstrate excellent

interpersonal skills and ethical practice. Program goals and assessment are also guided by our accreditation agency, the American Psychological Association.

4. Define the expected student outcomes for the degree program:

Competencies expected of OSU graduates include:

- 1. Adoption of the Science-Based Learner Success Orientation to Theory, Research and Practice.** Students are encouraged to socialize into the program and learn the model through the examples of advanced students as well as faculty. OSU School Psychology graduates are expected to demonstrate reasoning and practice consistent with a scientist-practitioner model by integrating research and application. They also should be able to apply psychological knowledge to planning successful outcomes for learners. The model encompasses the theme of empirically-based interventions and intervention design and implementation which allows for evaluation of the efficacy of interventions. The concept of life-long learning is also encompassed in the model.
- 2. Broad-based knowledge, comprehension and application of psychological foundations which constitutes current knowledge in the field.** Graduates must demonstrate mastery of the knowledge common to all psychologists such as biological, social and cognitive/affective aspects of behavior, measurement, as well as history and systems of psychology.
- 3. Knowledge and evaluation of, as well as contribution to, psychological research.** This includes statistical knowledge necessary to evaluate and conduct research. Doctoral school psychologists should be at the forefront of scientific investigations in order to apply empirically derived strategies in practice and to contribute to the knowledge base.
- 4. Knowledge and application of psychological foundations relevant to professional practice.** Students should have mastery in the areas of individual differences, human development, psychopathology and professional standards and ethics.
- 5. Comprehension, application, and evaluation of professional school psychology theory and practice.** Graduates should have knowledge and skills as outlined by professional school psychology organizations as well as the program model. These include
 - a. The history and future direction of professional school psychology, and role and service delivery models.** Graduates need to have a full understanding and appreciation of the profession in order to make substantial contributions to it. This includes involvement in professional organizations, participation in conventions and volunteer experiences. Contribution also necessarily requires timely completion of the degree, obtaining appropriate credentials, and securing successful employment.
 - b. Legal/ethical issues, and professional standards.** Graduates are expected to uphold the highest standards of practice as put forth by AP A and NASP. They should know and apply professional standards in a variety of situations.

- c. **Instructional/systems design; Education Service Delivery.** School psychologists, whether they practice within traditional schools or not, should have unique knowledge of educational service delivery systems in order to help develop appropriate interventions for learners. For example, graduates should have knowledge of instructional design, educational service delivery, and legal and ethical issues. Students are also expected to gain experience in university teaching through completion of the Instructional Effectiveness Program and through teaching assistant opportunities.
6. **Assessment for diagnosis and intervention planning, implementation and evaluation.** OSU graduates understand that data collection is an important step in intervention planning and are able to select assessment techniques relevant to the referral concerns. Assessment techniques include formal and informal measures, including standardized instruments and observation and interview methods. They encompass measurement of academic and cognitive skills, social and emotional wellness and pathology, and behavior. Assessment is conducted from an ecological perspective.
7. **Consultative prevention, intervention and supervision; evaluation of efficacy of interventions.** Graduates are expected to demonstrate competency in a variety of consultative techniques at the system, group and individual level. They should be able to apply these techniques to preventative as well as problem-solving solutions, and crisis intervention, in keeping with the success model of the program. They should be able to intervene in many areas, including behavioral, academic, cognitive and developmental, social and emotional functioning. They should also be able to demonstrate their ability to evaluate the efficacy of their interventions and to supervise other psychologists in training.
8. **Direct intervention; evaluating the efficacy of interventions.** Doctoral school psychologists are able to work directly with clients to facilitate learning and adjustment. Direct skills include counseling and therapy for a variety of problems such as those listed above. They should be able to work with both individuals and groups. They are able to coordinate these services with indirect services within best practices and within legal and ethical guidelines, and evaluate the effectiveness of the intervention.
9. **Issues of cultural and individual diversity.** While issues of diversity are imbedded throughout the competencies listed above, it is critical that the program and students make special efforts to grow in their understanding, experiences with and embracing of cultural and ethnic diversity. In Oklahoma, this means not only persons from different racial backgrounds (particularly Native Americans), but those from low socio-economic status and low educational status backgrounds.
10. **Development of skills in specialty area; life-long learning.** In addition to generalist skills, graduates are expected to develop skills in areas of interest, such as particular age groups, settings, and types of problems and programs. Graduates also understand that formal training is for entry-level skills and that, as a professional, life-long learning will occur as the field develops.

5. Identify the methods that are used to evaluate student achievement of these educational outcomes.

Students build upon the science base of psychology, learn professional practice skills, and apply the Science- Based Learner Success orientation in practica prior to leaving on internship. Success in course work, completion of the comprehensive exam, research products, and success in practica are all utilized to ensure quality training. Feedback is given to students in writing and in face-to-face supervision. Strengths as well as areas needing improvement are discussed, and students are given the opportunity to develop a plan to improve skills where needed. Our philosophy is that emphasis should be placed on mastery of information and the ability to synthesize and apply problem-solving strategies. In addition to evaluation of professional competencies, practice standards, and legal and ethical issues, students' interpersonal skills as they relate to professional practice, confidence, motivation, flexibility, organizational skills, time management, and creativity are also reviewed when determining readiness for advanced components of the program. Standards for performance are clearly outlined for students, and evaluation is considered a growth enhancing/learning process. Feedback from practicum and internship supervisors during site visits each semester provides ongoing information regarding the effectiveness of the program. Students have also been surveyed regarding the effectiveness of their training. Student products are also utilized in determining their progress in the program. Portfolio assessment that includes samples of practice work, research products and other relevant materials is also utilized. Outcome goals are also measured by degree completion, internship settings, employment and professional involvement. Multiple criteria and methods of evaluation are utilized to evaluate students' progress toward meeting program goals and objectives. Each year program faculty summarizes these data, and students are provided with formative feedback to help them continue to be successful in the program. The following tables summarize use of assessment methods and the methods utilized to evaluate each objective.

Assessment Method	When Assessed	Outcome Assessed
Annual Program Faculty Evaluation	Annually, each fall	All
Plan of Study progress, time to degree	Annually	All
Student self-evaluation	Annually	All
Advisor evaluation	Annually	All
Portfolio Assessment	Annually	All
Comprehensive Exam	Prior to Internship Application	All
Grades in program course work	Semesterly	All
Practicum Logs	Weekly	Professional Practice
Practicum Evaluation Forms	Twice a semester during practicum	Professional Practice, life-long learning
Progress toward internship	Annually	Professional Practice

Internship Logs and Evaluation Forms	Semesterly	Professional Practice
Professional organization memberships	Annually	Professional Identity
Licensure, certification progress	Annually as applicable	Professional Identity and Practice
Dissertation Progress	Semesterly	Research
Research Team Advisor Evaluation	Semesterly	Research
Research presentations and publications	Annually	Research
Teaching Assistant ship evaluations	Semesterly	Teaching
Graduate Assistantship	Semesterly	Skills relevant to assistantship
Progress toward Postdoctoral experience	Annually as applicable	Professional identity, specialty area, Professional Practice

Goals/Objectives	How met operationally	How assessed
Adoption of Science-Based Learner Success Model	Course work Socialization into program Research/Practice experience	Annual evaluation Grade in EPSY 6030 Practice portfolio Comprehensive exams
Competence in psychological foundations	Course work Application to research/practice	Annual evaluation Grades in foundation courses Practice portfolio Practicum & Internship evaluation Comprehensive exams
Competence in research and statistics	Course work Research team experiences Dissertation	Annual evaluation Grades in research/stats courses Research teams Products/folio/evaluation Dissertation product
Competence in professional practice foundations	Course work Practice experiences	Annual evaluation Grads in dev, psychopath, personality Supervisor evaluation
Competence in professional school psychology, ethics	Course work Practice experiences Filing of Plan of Study Timely completion of degree	Annual evaluation Grades in 5023, 6030 Comprehensive exams Portfolio

	Secure appropriate credentials Secure appropriate employment Professional Involvement	Practicum evaluations Internship evaluation Time to degree Teaching evaluations Licensure? Certification? Member, conference participant in OPA, OSPA, NASP, APA?
Competence in assessment for diagnosis/intervention planning	Course work Practice experiences	Annual evaluation Grades in assessment courses Practicum logs & evaluation Practice portfolio Internship evaluation Comprehensive exams

Competence in consultation, supervision	Course work Practice experiences	Annual evaluation Grades in consultation courses Practicum Logs & evaluation Practice portfolio Internship evaluation Comprehensive exams
Competence in direct intervention, therapy	Course work Practice experiences	Annual evaluation Grades in direct intervention courses Practicum Logs & evaluation Practice portfolio Internship evaluation
Development of specialty area Life long learning	Plan of study electives Research experiences Internship experience Postdoctoral planning	Annual evaluation Plan of Study filed Research team, dissertation topic approved Internship applications and site Postdoctoral arrangements

6. Identify how assessment results will be integrated into curriculum planning and program improvement.

Assessment results are shared with faculty members in the program during the annual evaluation process. Based on cumulative information across cohorts of students, program modifications are then discussed with students, stakeholders, and faculty to continually improve the program. These data are also shared in our annual report to our accrediting body, the American Psychological Association.