

## LSU School Psychology Program Training Goals and Objectives

<b>Goal 1: Effective Clinicians.</b> Program graduates will be effective clinicians who exhibit scientifically guided practice.
<b>Objective 1.1. Assessment.</b> Program graduates will use assessments that meet current professional standards for practice to guide diagnostic determination, intervention design, and to monitor the progress of clients they serve.
<b>Competency 1.1.1.</b> Program graduates will demonstrate mastery of the technical issues relevant to the selection and interpretation of assessment devices in school psychology.
<b>Measurement 1.1.1.a.</b> Students will complete a test review following the Buros Mental Measurements Yearbook format. The review will be evaluated using the Technical Quality of Assessment Measures rubric. Passing requires a minimum score of 8, which corresponds to a mean of proficient on the rubric.
<b>Measurement 1.1.1.b.</b> Students will complete the assessment domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Assessment Technical Issues Scale. The minimum expected level of achievement for this scale is a score of 8, which generally represents proficient knowledge in this domain.
<b>Competency 1.1.2.</b> 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.
<b>Measurement 1.1.2.a.</b> Students will complete the Assessment Tool Selection Test. The test covers assessment tool selection across five domains. Passing requires a minimum score of 60, which corresponds to a mean of proficient on the rubric.
<b>Measurement 1.1.2.b.</b> Students will complete the assessment domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Assessment Methods Scale. The minimum expected level of achievement for this scale is a score of 8, which generally represents proficient knowledge in this domain.
<b>Competency 1.1.3.</b> Program graduates will devise and implement behavioral, functional, and academic assessments to develop case formulations that guide intervention planning.
<b>Measurement 1.1.3.a.</b> Students will submit treatment case plan summaries for inclusion into their program portfolio. Summaries will be scored using the Treatment Evaluation Rubric (TER). Specific to this competency, the TER includes a scale that is specific to the use of assessment data to guide case formulation. The minimum expected level of achievement on this scale is a score of 8 on at least two TERs, which represents proficient use of assessments in treatment.
<b>Competency 1.1.4.</b> Program graduates will devise, implement, and interpret assessment plans to plan for treatment progress monitoring and make appropriate treatment decisions.
<b>Measurement 1.1.4.a.</b> Students will submit treatment case plan summaries for inclusion into their program portfolio. Summaries will be scored using the Treatment Outcome Evaluation Rubric (TOER). Specific to this competency, the TOER includes a scale that is specific to the use of assessment data to monitor progress. The minimum expected level of achievement on this scale is a score of 6 on at least two summaries, which represents proficient practice.

<p><b>Competency 1.1.5.</b> Program graduates will devise, implement, and interpret assessment data in a professionally appropriate manner to reach diagnostic determinations based on the relevant diagnostic criteria.</p>
<p><b>Measurement 1.1.5.a.</b> Students will submit psycho-diagnostic reports for inclusion in their program portfolio. Reports will be scored using the Diagnostic Evaluation Rubric (DER). The DER is a behaviorally anchored rating scale that describes multiple dimensions of diagnostic evaluations. The minimum expected level of achievement on this scale is a score of 14 on two culminating reports, which represents proficient practice.</p>
<p><b>Objective 1.2: Intervention.</b> Program graduates will design and implement evidenced-based therapeutic interventions that meet the needs of children, adolescents and families across educational and community settings.</p>
<p><b>Competency 1.2.1.</b> Program graduates will demonstrate mastery of fundamental behavior analytic principles of human behavior that are common to many evidence based interventions.</p>
<p><b>Measurement 1.2.1.a.</b> Students will complete the behavior analysis domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Applied Behavior Analysis Scale. The minimum expected level of achievement for this scale is a score of 10, which generally represents proficient knowledge in this domain.</p>
<p><b>Competency 1.2.2.</b> Program graduates will demonstrate appropriate professional knowledge of evidence based interventions employed by school psychologists.</p>
<p><b>Measurement 1.2.2.a.</b> Students will complete the intervention domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Evidence Based Interventions Scale. The minimum expected level of achievement for this scale is a score of 10, which generally represents proficient knowledge in this domain.</p>
<p><b>Competency 1.2.3.</b> Program graduates will demonstrate competence in formulating intervention plans that are matched to referral concerns and the scientific literature.</p>
<p><b>Measurement 1.2.3.a.</b> Students will submit treatment outcome summaries for inclusion in their program portfolio. Reports will be scored using the Treatment Outcome Evaluation Rubric (TOER). The TOER is a behaviorally anchored rating scale that describes multiple dimensions of treatment planning and outcome including a scale for Intervention Planning. The minimum expected level of achievement on this scale is a score of 6 within the Case Formulation subscale for two culminating reports, which represents proficient practice.</p>
<p><b>Competency 1.2.4.</b> Program graduates will demonstrate professional intervention and treatment outcome evaluation skills.</p>
<p><b>Measurement 1.2.4.a.</b> Students will submit treatment outcome summaries for inclusion in their program portfolio. Reports will be scored using the Treatment Outcome Evaluation Rubric (TOER). The TOER is a behaviorally anchored rating scale that describes multiple dimensions of treatment planning and outcome including a scale for Outcome Evaluation and Case Management. The minimum expected level of achievement on this scale is a score of 6 within the Outcome Evaluation and Case Management subscale for two culminating cases, which represents proficient practice.</p>

<p><b>Competency 1.2.5.</b> Program graduates will demonstrate the interpersonal communication and influence skills necessary to be an effective clinician.</p>
<p><b>Measurement 1.2.5.a.</b> Interpersonal communication and influence skills will be assessed by direct observation by practicum supervisors. Progress in this domain will be tracked using the program annual evaluation form. The minimum expected level of achievement is a score of 10 which represents proficient practice.</p>
<p><b>Goal 2: Proficient Researchers.</b> Program graduates will be proficient researchers.</p>
<p><b>Objective 2.1: Research Design.</b> Program graduates will be able to develop research studies using varied methodologies and analyses to answer research questions.</p>
<p><b>Competency 2.1.1.</b> Program graduates will be able to synthesize the available literature within a domain and build a scientific case for the importance and appropriateness of research question.</p>
<p><b>Measurement 2.1.1.a.</b> Faculty members will use the Research Skills Evaluation Rubric (RSER) to review student research syntheses for the extent to which they provide a compelling rationale for the students' proposed research questions for theses and dissertation research. The minimum level of performance on this scale is a total score of 6, with the expectation that this will commonly be achieved at the dissertation defense.</p>
<p><b>Competency 2.1.2.</b> Program graduates demonstrate methodological sophistication in designing research studies that answer research questions.</p>
<p><b>Measurement 2.1.2.a.</b> Faculty members will use the Research Skills Evaluation Rubric (RSER) to review the methods proposed by students in their theses and dissertations for the extent to which they are rigorous and sophisticated. The minimum level of performance on this scale is a total score of 6, with the expectation that this will commonly be achieved at the dissertation defense.</p>
<p><b>Measurement 2.1.2.b.</b> Students will complete the methodology domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Research &amp; Analysis Methods Scale. The minimum expected level of achievement for this scale is a score of 8, which represents proficient knowledge in this domain.</p>
<p><b>Competency 2.1.3.</b> Program graduates will demonstrate methodological sophistication in selecting analytic methods for their data.</p>
<p><b>Measurement 2.1.3.a.</b> Students will complete the methodology domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Research &amp; Analysis Methods Scale. The minimum expected level of achievement for this scale is a score of 8, which represents proficient knowledge in this domain.</p>
<p><b>Objective 2.2: Research Communication.</b> Program graduates will be able to develop research studies using varied methodologies and analyses to answer research questions.</p>
<p><b>Competency 2.2.1.</b> Program graduates will effectively communicate research methods and findings in writing.</p>
<p><b>Measurement 2.2.1.a.</b> Faculty members will use the Research Skills Evaluation Rubric (RSER) to review student theses and dissertations for the overall quality of the writing. The minimum level of performance on this scale is a total score of 6, with the expectation that this will commonly be achieved at the dissertation defense.</p>

<p><b>Competency 2.2.2.</b> Program graduates will effectively communicate research methods and findings in public speaking.</p>
<p><b>Measurement 2.2.2.a.</b> Students will be observed making at least one oral presentation of their research. Faculty members will use the Oral Presentation Skills Scale of the Research Skills Evaluation Rubric (RSER) to review the student's presentation. The minimum level of performance on this scale is a total score of 6, with the expectation that this will commonly be achieved at the dissertation defense.</p>
<p><b>Goal 3: Effective Leaders.</b> Program graduates will be effective Leaders.</p>
<p><b>Objective 3.1: Law, Ethics, &amp; Culture.</b> Program graduates will demonstrate an understanding of legal, ethical, and culturally sensitive principles underlying the practice of school psychology and exhibit practice that is congruent with those principles.</p>
<p><b>Competency 3.1.1.</b> Law and ethics</p>
<p><b>Measurement 3.1.1.a.</b> Students will complete the law and ethics domain of the doctoral qualifying examination. Results will be scored by faculty using the behaviorally anchored Doctoral Examination Evaluation Scale, which includes the Law &amp; Ethics Scale. The minimum expected level of achievement for this scale is a score of 8, which generally represents proficient knowledge in this domain.</p>
<p><b>Measurement 3.1.1.b.</b> Ethical practice will be assessed by direct observation by practicum supervisors. Progress in this domain will be tracked using the program annual evaluation form. The minimum expected level of achievement is a score of 10, which corresponds to proficient practice.</p>
<p><b>Competency 3.1.2.</b> Culture</p>
<p>Students will demonstrate awareness, knowledge, and skills necessary to work with socially, culturally, and racially/ethnically diverse individuals through completion of a diversity final term paper. Faculty will use the Cultural Competency Evaluation Rubric to review students' term papers.</p>
<p><b>Measurement 3.1.2.a.</b> Student's paper regarding cultural competency will be reviewed and scored using the Cultural Competency Evaluation Rubric. The minimum expected level of achievement is a score of 18.</p>
<p><b>Objective 3.2: Organizational Management &amp; Leadership.</b></p>
<p><b>Competency 3.2.1.</b> Program graduates will demonstrate excellent leadership and organizational management skills.</p>
<p><b>Measurement 3.2.1.a.</b> This skill will be assessed by direct observation by supervising faculty. For those years in which the student has taken on a leadership and management role. Progress in this domain will be tracked using the program annual evaluation form. The minimum expected level of achievement is a score of 8, which represent proficient practice.</p>
<p><b>Competency 3.2.2.</b> Program graduates will demonstrate mentoring and teaching skills.</p>
<p><b>Measurement 3.2.2.a.</b> This skill will be assessed by direct observation by supervising faculty. Third and fourth year students will be required to take on active supervision responsibilities for junior students. This will include providing case specific feedback as part of supervision, along with feedback from the supervising faculty member. Progress in this domain will be tracked using the program annual evaluation form. The minimum expected level of achievement is a score of 6, which represent proficient practice.</p>