

# UtahStateUniversity®

## SCHOOL PSYCHOLOGY PROGRAM

### Values & Philosophy

The School Psychology PhD and EdS Programs' values and philosophy provides the structural and conceptual foundation from which the Programs' training aims/goals and competencies/objectives are derived. The Program is grounded in four core values that, when operationalized and taken together, constitute the program philosophy:

1. Science-based practice
2. Ethically-informed practice
3. Legally-compliant practice
4. Culturally-competent practice

#### Science-Based Practice

School psychology is a subfield of applied psychology that is derived from the scientific foundations of the broader disciplines of psychology and education. The overarching structure of the program adheres to a scientist–practitioner training model. Thus, the program aspires to train graduates with the necessary competencies for:

- Understanding and critically consuming the scientific literature that guides the practice of school psychology
- Effectively applying the science-based theories, principles, and techniques that comprise contemporary “best-practice” in school psychology
- Transmitting and ensuring quality-control of science-based practice by training, collaborating with, and supervising other school psychologists and educational professionals

#### Ethically-Informed Practice

School psychologists use science-based practice for the sole purpose of bettering the lives of the youth, caregivers, schools, and communities they serve. The practice of school psychology is therefore an ethical endeavor. Thus, the program aspires to train graduates with the necessary competencies for:

- Understanding and applying ethical principles and guidelines that inform the regular conduct of scientific research and practice of school psychology
- Identifying and effectively resolving “ethical dilemmas” encountered in the regular conduct of the practice of school psychology
- Transmitting and regulating ethically-informed practice by training, collaborating with, and supervising other school psychologists and educational professionals

### **Legally-Compliant Practice**

The practice of school psychology is governed by various legal parameters, including federal and state statutes, regulations, and common law. Although the law sometimes accords with science-based and ethically-informed practice, it is not intended to function as a comprehensive guide for best-practice or ethical behavior. Thus, the program aspires to train graduates with the necessary competencies for:

- Understanding and acting in compliance with the laws that govern the practice of school psychology
- Identifying and effectively resolving conflicts among legal, ethical, and scientific concerns related to the practice of school psychology
- Transmitting and regulating legally-compliant practice by training, collaborating with, and supervising other school psychologists and educational professionals

### **Culturally-Competent Practice**

School psychologists strive to provide top-notch services to all youth, caregivers, schools, and communities they serve. Excellence in service delivery requires that practitioners are capable of working effectively with people from varying cultures, including (but not limited to) ethnic, economic, gender, sexual orientation, disability, and religious backgrounds. Thus, the program aspires to train graduates with the necessary competencies for:

- Understanding one’s own cultural heritage and how it affects interactions within clients in the practice of school psychology
- Understanding clients’ cultural heritage and how to design and implement culturally-competent practices in school psychology
- Identifying and effectively resolving conflicts among one’s own cultural heritage and clients’ cultural heritage
- Transmitting and regulating culturally-competent practice by training, collaborating with, and supervising other school psychologists and educational professionals