

**Adult and Organizational Learning and Change:  
Effective Program Planning and Implementation  
18:826:558:01  
Fall 2025**

**Instructor**

Erum Nadeem, PhD  
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**Course time and location**

Tuesday 2:00pm – 4:45pm  
Psych 307

**Course Objectives**

This course focuses on improving the process of professional practice in programs to schools or other human service/health setting through understanding the methods of effective program planning and implementation. Students will learn: 1) methods of effective program planning and implementation, 2) how to plan a new program, 3) and how to incorporate it in the functioning of staff members in a school or other human or health service organization. Theory, research, and practice of adult and organizational learning and change will be examined, with attention to approaches that target the factors that may enhance or hinder implementation with diverse individuals in various contexts.

**Course Objectives**

Students will demonstrate knowledge of:

- Components and stages of implementation;
- Historical and theoretical roots of implementation;
- Systems theory implications for program planning and implementation;
- The role of the psychologist as a change agent and leader;
- Needs assessment and implementation evaluation purposes and methods;
- Use of research evidence for program selection and design;
- The role of program and diverse client characteristics in program selection, design, and implementation;
- The role of diverse implementer characteristics, attitudes, and beliefs on implementation;
- The impact of peers on implementation;
- The determinants of implementer knowledge and skill;
- The impact of organizational factors and diverse settings on program implementation;
- The role of the organization's external environment, including the policy context, on the implementation process;
- Issues related to fidelity and re-invention in the implementation process.

**Students will demonstrate skill in developing comprehensive plans for implementation and sustainability of an intervention that include:**

- Methods of assessing client and organizational needs;
- Methods for planning/selecting appropriate need-based programs;
- Strategies for building implementer and stakeholder support;
- Strategies for training and technical assistance;
- Strategies for building an organizational structure and climate that support implementation;
- Strategies for financing innovation including obtaining external resources through grant funds;
- Strategies for evaluating the implementation process and utilizing implementation evaluation data;

- Strategies for enhancing fidelity and appropriate adaptation for diverse clients and settings.

### Course Requirements

1. Class attendance – attend all classes and arrive on time
2. Completion of assigned readings prior to the relevant class
3. Participation in class discussions
4. Lead or co-lead a 20-minute presentation/discussion on a journal article assigned as class reading
5. Interview of school principal or administrator/manager of other practicum setting organization on their experiences with and approach to program planning and implementation; written report (approximately 5 pages) and class presentation (5-10 minutes; brief verbal summary) of interview results – 10/21
6. Timely completion of brief preliminary drafts of paper sections in outline/bullet point form for small group/class discussion: a) identification of administrator interviewee 9/16; b) identification of implementation plan target 9/16; c) preliminary identification of needs assessment procedures, program goals, target program, program rationale 10/8; d) preliminary logic model, implementation evaluation procedures 10/21; e) preliminary stakeholder support development plan 11/11; f) preliminary training and technical assistance plan 11/11; g) preliminary plan for organizational support development 11/25; h) preliminary plan for leveraging external influences 11/25
7. Class presentation (about 10 minutes) of Innovation Implementation Plan – 12/2 and 12/9
8. Completion of a written Innovation Implementation Plan (approximately 15 pages; APA style; use Implementation Plan outline) - Papers due – 12/9

### GRADES

Grading will be based on:

- 10% Leadership or co-leadership of class article discussion/presentation
- 15% Interview Paper
- 15% Attendance and participation in class discussions
- 10% Timely completion of all preliminary draft materials
- 35% Final paper
- 10% Final presentation

**Please take care to review the APA Language Guidelines before submitting any assignment:**

<https://www.apa.org/about/apa/equity-diversity-inclusion/language-guidelines.pdf>

### REQUIRED READINGS

Readings represent both seminal and recent papers in Dissemination and Implementation Science. Majority of readings are available on-line through the Rutgers Library or Google Scholar, posted on Canvas, or through hyperlink on the syllabus. If you are unable to locate an assigned reading, *it is your responsibility to alert the instructor.*

Below are additional practical texts that will provide an overview of key topics and prepare you for the implementation planning paper for this course. Some weekly readings may include these texts

Fixsen, D. L., Naoom, S.F., Blasé, K.A., Friedman, R.M., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: University of South Florida. <http://nirn.fpg.unc.edu>

Fixsen, D., Blase, K., Naoom, S., & Duda, M. (2015). *Implementation drivers: Assessing best practices*. National Implementation Research Network. Chapel Hill: University of North Carolina, Frank Porter Graham Child Development Institute.

Forman, S.G. *Implementation of Mental Health Programs in Schools: A Change Agent's Guide*. (2015). Washington, DC: American Psychological Association.

### Useful websites

<https://nirn.fpg.unc.edu/national-implementation-research-network>

<https://dissemination-implementation.org/>

<https://thecenterforimplementation.com/toolbox>

<https://implementation.effectiveservices.org/>

### Supplementary Reading List

Please look on Canvas for a list of articles and other readings that can be of good reference for your papers

### CLASS SESSION TOPICS AND REQUIRED READINGS

Date	Topic & in-class Activities	Reading	Materials Due
Week 1 9/2	<b>Course Overview and Introduction</b>  <b>Components and Stages of Implementation</b>	Syllabus  Forman: ch.1  Fixsen: 1, 3, 4	
Week 2 9/9	<b>History and Theory of implementation</b>  <b>Systems Theory Implications</b>  <b>Models and Frameworks for Implementation</b>	Forman: ch.2  Aarons et al., 2011  Damschroder et al, 2009  Fixsen et al., 2013 (statewide)	
Week 3 9/16	<b>Implementation issues in School Mental health and Clinical Practice</b>  <u>Class Activities</u> 1. Discussion of articles 2. Identification of interviewees 3. Preliminary identification of implementation plan target 4. Student led article presentations	Lyon et al.2024 (for class discussion)  *Baumann & Cabassa  *Lawson et al., 2022  Study example: Nadeem et al., 2018	1. Whole class should have read Lyon article 2. Identification of administrator interviewee (name of interviewee, position in organization, name of organization, rationale for selection) 3. Identification of implementation plan target (brief description of target population and organization, brief description of potential program)
Week 4 9/23	<b>The Role of the Psychologist as a Change Agent and Leader</b>  <u>Class Activities</u>	Forman: ch.4  *Durlak & Dupre  *Aarons et al 2014	

	<ol style="list-style-type: none"> <li>1. Formulation of guide for principal/practicum setting administrator interviews</li> <li>2. Student led article presentations</li> </ol>		
Week 5 9/30	<ul style="list-style-type: none"> <li>• <b>Needs Assessment</b></li> <li>• <b>Implementation Evaluation</b></li> <li>• <b>Research Evidence Applications</b></li> <li>• <b>Role of Program and Client Characteristics</b></li> <li>• <b>Role of Diverse Implementer Characteristics</b></li> <li>• <b>Health equity</b></li> </ul> <p><u>Class Activities</u></p> <ol style="list-style-type: none"> <li>1. Student led article presentation</li> </ol>	Forman: ch.5, ch.11  *Langley et al., 2013  *Lange et al., 2022	
Week 6 10/7	<ul style="list-style-type: none"> <li>• <b>Developing Program Theory and Logic Models</b></li> <li>• <b>Relevancy Testing and Pilot Testing</b></li> </ul> <p><u>Class Activities</u></p> <ol style="list-style-type: none"> <li>1. Small group review/feedback on your draft needs assessment procedures</li> <li>2. Small group review/feedback on your draft program goals and program selection</li> <li>3. Student led article presentations</li> </ol>	Domitrovich et al.  Kellogg Logic Model Guide (begin)  *Kim et al., 2020  *Weisenmuller & Hilton	<ol style="list-style-type: none"> <li>1. Preliminary identification of needs assessment procedures</li> <li>2. Preliminary identification of program goals</li> <li>3. Preliminary identification of target program and rationale for selection</li> </ol>
Week 7 10/14	<ul style="list-style-type: none"> <li>• <b>Implementation Evaluation</b></li> <li>• <b>Implementation Outcomes</b></li> <li>• <b>Implementation Measurement</b></li> <li>• <b>Fidelity</b></li> <li>• <b>Evaluating Implementation Results</b></li> </ul> <p><u>Class Activities</u></p> <ol style="list-style-type: none"> <li>1. Student led article presentations (2)</li> </ol>	Forman: ch.3  *Proctor et al. 2011  *Domitrovich, C. E et al 2015  Kellogg Logic Model Guide (continue)	
Week 8 10/21	<p><u>Class Activities</u></p> <ol style="list-style-type: none"> <li>1. Small group review/feedback on your draft logic model</li> <li>2. Small group review/feedback on your draft implementation evaluation procedures</li> </ol>		<ol style="list-style-type: none"> <li>1. Preliminary logic model</li> <li>2. Preliminary implementation evaluation procedures</li> <li>3. Summary of principal/administrator interview (5 pages)</li> </ol>

	3. Presentation/discussion of principal/practicum setting administrator interviews		
Week 9 10/28	<ul style="list-style-type: none"> <li>• <b>Developing Implementer and Other Supports</b></li> <li>• <b>Social Networks in Schools</b></li> <li>• <b>Adopter and Implementer Categories and Characteristics</b></li> <li>• <b>Opinion leaders/Champions</b></li> <li>• <b>Communication Channels</b></li> <li>• <b>Communication Content</b></li> <li>• <b>Science Communication</b></li> </ul> <p><u>Class Activities</u></p> <ol style="list-style-type: none"> <li>1. Student led article presentations</li> </ol>	<p>Forman: ch.6</p> <p>Fixsen - ch.2</p> <p>Requarth, T. (April 19, 2017)</p> <p>*Atkins et al 2008</p> <p>*Purtle et al., 2018</p>	
Week 10 11/4	<ul style="list-style-type: none"> <li>• <b>Theories and Models of Adult learning and Behavior Change</b></li> <li>• <b>Adult Learning Research Synthesis</b></li> <li>• <b>Effective Training</b></li> <li>• <b>Technical Assistance – Coaching, Performance Feedback</b></li> </ul> <p><u>Class Activities</u></p> <ol style="list-style-type: none"> <li>1. Student led article presentations</li> </ol>	<p>Forman: ch.7</p> <p>Fixsen: 5</p> <p>*Sanetti, Kratochwill, &amp; Long</p> <p>*Bearman et al</p>	
Week 11 11/11	<ul style="list-style-type: none"> <li>• <b>Organizational Structures and Processes to Support Implementation</b></li> <li>• <b>Organizational Climate/Implementation Climate</b></li> <li>• <b>Organizational Readiness/Capacity for Change</b></li> </ul> <p><u>Class Activities</u></p> <ol style="list-style-type: none"> <li>1. Small group review/feedback on your draft plan to develop stakeholder support</li> <li>2. Small group review/feedback on your draft training and technical assistance plan</li> <li>3. Student led article presentations (2)</li> </ol>	<p>Forman: ch.8</p> <p>*Aarons et al. 2015</p> <p>*Glisson, C. (2002).</p> <p>*Nadeem et al 2016</p>	<ol style="list-style-type: none"> <li>1. Identification of primary and secondary implementers</li> <li>2. Preliminary plan to develop stakeholder support</li> <li>3. Preliminary training and technical assistance plan</li> </ol>

Week 12 11/18	<ul style="list-style-type: none"> <li>• <b>Suprasystem Influences</b></li> <li>• <b>Community, State and Federal Influences</b></li> <li>• <b>Advocacy for the School Psychologist</b></li> </ul> <u>Class Activities</u> 1. Student led article presentations (2)	Forman: ch.9  Fixsen: ch.6  Hoagwood et al  *Stewart et al	
Week 13 11/25	<ul style="list-style-type: none"> <li>• <b>Financing Innovation</b></li> <li>• <b>Grant Writing</b></li> <li>• <b>Re-invention and Fidelity</b></li> <li>• <b>Sustainability</b></li> </ul> <u>Class Activities</u> Small group review/feedback on your draft plans for supportive organizational structures and leveraging external influences	Forman: ch.10, ch.12  Fixsen: ch.7  *Chambers et al (2013)  *Massatti et al	1. Preliminary plan for development of supportive organizational structures  2. Preliminary plan for leveraging community, state, and federal influences
Week 14 12/2	<b>Catch Up</b>  <u>Class Activities</u> Student presentations of Implementation Plans		
Week 15 12/9	<u>Class Activities</u> Student presentations of Implementation Plans		DUE: FINAL Implementation Plan Paper

\*Article discussions will be led by students

Note: Class activities may be modified according to instructional needs.

### Assigned Journal Articles (posted on Canvas or available through the Rutgers library)

Aarons, G. A., Hurlburt, M., & Horwitz, S. M. (2011). Advancing a conceptual model of evidence-based practice implementation in public service sectors. *Administration and Policy in Mental Health and Mental Health Services Research*, 38, 4-23.

Aarons GA, Ehrhart MG, Farahnak LR, Sklar M. Aligning leadership across systems and organizations to develop a strategic climate for evidence-based practice implementation. *Annu Rev Public Health*. 2014;35:255-74.

Aarons, G.A., Ehrhart, M.G., Farahnak, L.R. et al. (2015) Leadership and organizational change for implementation (LOCI): a randomized mixed method pilot study of a leadership and organization development intervention for evidence-based practice implementation. *Implementation Sci* 10, 11.

Atkins, M. S., Frazier, S. L., Leathers, S. J., Graczyk, P. A., Talbott, E., Jakobsons, L., Adil, J. A., Martinez-Lora, A., Demirtas, H., Gibbons, R. B., & Bell, C. C. (2008). Teacher key opinion leaders and mental health consultation in low-income urban schools. *Journal of Consulting and Clinical Psychology*, 76(5), 905–908.  
<https://doi.org/10.1037/a0013036>

- Baumann, A. A., & Cabassa, L. J. (2020). Reframing implementation science to address inequities in healthcare delivery. *BMC health services research*, 20, 1-9.
- Bearman, S. K., Schneiderman, R. L., & Zoloth, E. (2017). Building an evidence base for effective supervision practices: An analogue experiment of supervision to increase EBT fidelity. *Administration and Policy in Mental Health and Mental Health Services Research*, 44, 293-307.
- Century, J. & Cassata, A. (2016). Implementation research: Finding common ground on what, how, why, where, and who. *Review of Research in Education*, 40, 169-215.
- Cook, B.G., Cook, L., & Landrum, T.J. (2013). Moving research into practice: Can we make dissemination stick? *Exceptional Children*, 79, 163–180.
- Damschroder, L. J., Aaron, D. C., Rosalind, E. K., Kirsh, S. R., Alexander, J. A., & Lowery, J. C. (2009). Fostering implementation of health services research findings into practice: A consolidated framework for advancing implementation science. *Implementation Science*, 4, 1-15.
- Durlak, J.A. & Dupre, E.M. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41, 327-350.
- Domitrovich, C. E., Pas, E. T., Bradshaw, C. P., Becker, K. D., Keperling, J. P., Embry, D. D., & Ialongo, N. (2015). Individual and school organizational factors that influence implementation of the PAX Good Behavior Game intervention. *Prevention Science*, 16, 1064-1074.
- Fixsen, D., Blase, K., Metz, A., & Van Dyke, M. (2013). Statewide implementation of evidence-based programs. *Exceptional children*, 79(2), 213-230.
- Glisson, C. (2002). The organizational context of children's mental health services. *Child Clinical and Family Psychology Review*, 5, 233-253
- Kim, J. J., Brookman-Frazee, L., Barnett, M. L., Tran, M., Kuckertz, M., Yu, S., & Lau, A. S. (2020). How community therapists describe adapting evidence-based practices in sessions for youth: Augmenting to improve fit and reach. *Journal of Community Psychology*, 48(4), 1238-1257.
- W.K. Kellogg Foundation (WKKF) Foundation. Logic Model Development Guide. (2004)  
<https://wkkf.issuelab.org/resource/logic-model-development-guide.html>
- Lange BCL, Nelson A, Lang JM, Stirman SW. Adaptations of evidence-based trauma-focused interventions for children and adolescents: a systematic review. *Implement Sci Commun*. 2022 Oct 8;3(1):108.
- Langley, A., Santiago, C. D., Rodríguez, A., & Zelaya, J. (2013). Improving implementation of mental health services for trauma in multicultural elementary schools: Stakeholder perspectives on parent and educator engagement. *The journal of behavioral health services & research*, 40(3), 247-262.
- Lawson, G. M., Owens, J. S., Mandell, D. S., Tavlin, S., Rufe, S., So, A., & Power, T. J. (2022). Barriers and facilitators to teachers' use of behavioral classroom interventions. *School mental health*, 14(4), 844-862.

- Lyon, A., Connors, E., Lawson, G. Nadeem, E. & Owens, J.S. (Under review). Implementation Science in School Mental Health: A 10-Year Progress Update and Development of a New Research Agenda (on posted Canvas)
- Massatti, Sweeney, Panzano, & Roth (2008) The de-adoption of innovative mental health practices (IMHP): Why organizations choose not to sustain an IMHP. *Administration and Policy in Mental Health*, 35(1-2): 50-65.
- Nadeem, E., Saldana, L., Chapman, J., & Schaper, H. (2018). A mixed methods study of the stages of implementation for an evidence-based trauma intervention in schools. *Behavior therapy*, 49(4), 509-524.
- Nadeem, E., Weiss, D., Olin, S. S., Hoagwood, K. E., & Horwitz, S. M. (2016). Using a theory-guided learning collaborative model to improve implementation of EBPs in a state children's mental health system: A pilot study. *Administration and Policy in Mental Health and Mental Health Services Research*, 43(6), 978-990.
- Owens, J. S., Lyon, A. R., Brandt, N. E., Warner, C. M., Nadeem, E., Spiel, C., Wagner, M. (2014). Implementation science in school mental health: Key constructs in a developing research agenda. *School Mental Health*, 6, 99-111.
- Purtle, J., Dodson, E., Nelson, K.L., Meisel, Z., Brownson, R. (2018). Legislators' Sources of Behavioral Health Research and Preferences for Dissemination: Variations by Political Party. *Psychiatric Services*. doi: 10.1176/appi.ps.201800153
- Proctor, E., Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A., ... & Hensley, M. (2011). Outcomes for implementation research: conceptual distinctions, measurement challenges, and research agenda. *Administration and Policy in Mental Health and Mental Health Services Research*, 38(2), 65-76.
- Requarth, T. (April 19, 2017). Scientists, stop thinking explaining science will fix things. *Slate*. <https://slate.com/technology/2017/04/explaining-science-wont-fix-information-illiteracy.html>
- Sanetti, L.M., Kratochwill, T.R., & Long, A.C. (2013). Applying adult behavior change theory to support mediator-based intervention implementation. *School Psychology Quarterly*, 28, 47-62.
- Stewart, R. E., Adams, D. R., Mandell, D. S., Hadley, T. R., Evans, A. C., Rubin, R., . . . Beidas, R. S. (2016). The perfect storm: Collision of the business of mental health and the implementation of evidence-based practices. *Psychiatric Services*, 67(2), 159-161. doi:10
- Chambers DA, Glasgow RE, Stange KC. The dynamic sustainability framework: addressing the paradox of sustainment amid ongoing change. *Implement Sci*. 2013 Oct 2;8:117.
- Weisenmuller, C. & Hilton, D. (2021). Barriers to access, implementation, and utilization of parenting interventions: Considerations for research and clinical applications. *American Psychologist*, 76, 104 -115.

### Grading Policy

**Grading Policies:** Please use APA Style (7th Edition) for all written assignments.  
[https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html)

Written assignments are due at the beginning of class submitted as a hard copy (not a digital version). Any assignment that is not submitted at the beginning of class on its due date will be considered one day late, and one day will be added for each additional 24 hours until the assignment is submitted. A grade reduction of 10% per day will be given for late assignments. The quality of student writing, adherence to page requirements, and



conformity with APA style guidelines will be considered in the grade. Please write in a formal (rather than conversational) manner. This is a professional sample of your writing, and your professional writing will be assessed in your grade. Review all written assignments to correct/address grammatical errors. In the case of a documented emergency, deadlines may be adjusted at the discretion of the instructor. Course grading follows criteria established by Rutgers University:

A = 90 - 100

B+ = 85 – 89

B = 80 – 84

C = 70 – 79

F = 0 - 59

## CLASSROOM CULTURE

**Statement on Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations to share with me. To begin this process, please complete the Registration form on the ODS web site at <https://ods.rutgers.edu/students/registration-form>.

**Statement on Academic Integrity:** The University's academic integrity policy, to which this class will adhere, can be reviewed at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>. Information on the use of AI can be found here: <https://it.rutgers.edu/2024/06/05/guidance-on-the-use-of-ai-at-rutgers/>. All suspected infractions of academic integrity will be referred to the GSAPP Deans Office who will consult with the Rutgers Office of Student Conduct regarding disciplinary action.

**Names and Pronouns:** Class rosters are provided with student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

**Person-First Language:** Please use "Person first" language when writing and speaking about individuals with disabilities and/or special needs (see Disability Language and Etiquette website for further guidance. [https://www.diversity.pitt.edu/sites/default/files/Disability Etiquette Guide.pdf](https://www.diversity.pitt.edu/sites/default/files/Disability%20Etiquette%20Guide.pdf)).

**Respect for Diversity:** It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class is viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated.

**Attendance:** Attendance is important and refers to on-time presence in the classroom as well as "mindful" attention to the course (i.e., limited cell phones or computer use). There may be some computer use for in-class activities, however. Grades will be affected if more than two classes are missed (other than for observance of religious holidays). The expectation is that students will attend in person, unless there is a change made by the university and/or the instructor, which would be announced to the students in a timely fashion. If you are not physically in the class, you will be considered absent. Please contact the instructor before class if you must be absent whenever possible.

## COMPETENCIES ADDRESSED IN THE COURSE

### Profession-Wide Competencies (PWC)

- 1.3:** Critically interprets and applies empirical findings to address problems, make decisions, and enhance the social, behavioral, and/or academic functioning of children and youth.
- 2.2:** Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve those dilemmas.
- 3.1:** Displays an awareness of how personal bias and cultural history, attitudes, and biases affect understanding and interactions with people different from themselves.
- 3.2:** Demonstrates knowledge of current theoretical and empirical models to support human diversity across core professional roles.
- 3.3:** Demonstrates the ability to consider and integrate cultural and diversity concepts in the design, implementation, and evaluation of programs, products, and services.
- 4.1:** Behaves in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- 4.3:** Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness
- 5.1:** Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological services.
- 7.1:** Implements evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- 7.2:** Identifies and develops evidence-based interventions in classrooms, schools, and other service settings that are informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- 7.3:** Applies relevant literature and empirically-based principles to clinical decision making.
- 7.4:** Modifies evidence-based approaches effectively when empirical data is lacking for a particular population, problem, or context.
- 7.5:** Evaluates intervention effectiveness and adapts intervention goals and methods consistent with ongoing evaluation.
- 10.1:** Demonstrates an understanding of the impact of multiple systems on student development and functioning.
- 10.2:** Demonstrates an understanding of schools and other service delivery settings, including knowledge of principles of quality instruction, the profession of teaching, and regular and special education policy.
- 10.3:** Utilizes knowledge of systems to design, implement, and evaluate assessment, intervention, consultation and/or other professional services.

### Discipline-Specific Knowledge (DSK)

**Advanced Integrative Knowledge of Basic Discipline-Specific Content Areas**, including affective, social, and developmental aspects of behavior.

**Research Methods**, including topics such as strengths, limitations, interpretation, and technical aspects of quantitative research designs, meta-analysis, and quasi-experimentation.