RUTGERS DOCTORAL FACULTY FORM

1. Research: To understand and engage competently in research and other scholarly activities that contribute new scientific, psychological, or professional knowledge.

1.1: Critically evaluates and synthesizes the research literature to formulate research questions and hypotheses.

1.2: Designs studies and applies principles of scientific method to generate new knowledge.

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. Ethics and Legal Standards: To understand and apply ethical and legal principles to the practice of psychology in schools and other service delivery settings.

2.1: Demonstrates knowledge of and adherence to APA Ethical Principles, Code of Conduct, and relevant laws, professional standards, and guidelines governing psychological practice.

2.2: Recognizes ethical dilemmas as they arise, and applies ethical decision-making processes in order to resolve those dilemmas.

2.3: Conducts self in an ethical manner across professional activities.

3. Individual and Cultural Diversity: To display adequate knowledge and professional skills to address issues of human diversity, especially in terms of students in schools and other service-delivery settings, and to develop skills for working with individuals and groups from diverse racial, cultural/ethnic, linguistic, socioeconomic, gender, and other backgrounds.

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.

3.4: Works effectively with diverse individuals and groups, including those whose group membership, demographic characteristics, or worldviews are different from or similar to their own.

4. Professional Values and Attitudes: To maintain self-awareness, beliefs, and behaviors that reflect the values and principles of school psychology.

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.

4.2: Exhibits behaviors that reflect an openness and responsiveness to feedback and supervision.

4.3: Engages in self-reflection and professional and personal growth activities to maintain and improve performance and professional effectiveness.
5. **Communication and Interpersonal Skills**: To demonstrate effective interpersonal and communication skills within schools, other professional practice settings, and community contexts, in the service of the psychological development and educational achievement of children and adolescents.

5.1: Develops and maintains effective relationships with students, teachers, parents, other health service professionals, and other stakeholders in the provision of psychological services.

5.2: Demonstrates skills in producing, comprehending, and integrating oral, nonverbal, and written communications that are informative and well-integrated across a range of situations, populations, and systems.

5.3: Demonstrates effective interpersonal skills and the ability to manage challenging interactions effectively and professionally.

6. **Assessment**: To demonstrate knowledge of and skills in administering, interpreting, and communicating about evidence-based assessments.

6.1: Selects and conducts psychological assessments that are multi-method and multisource, technically adequate, and relevant to service recipient needs and the goals of the assessment.

6.2: Interprets and uses assessment results that guide case conceptualization, classification, and recommendations while recognizing the multiple systems impacting student functioning.

6.3: Communicates orally and in writing assessment results in an accurate and effective manner sensitive to a range of audiences.

6.4: Demonstrates current knowledge of diagnostic classification systems, adaptive and maladaptive behaviors, and the impact of client behaviors on functioning.

6.5: Demonstrates the ability to apply knowledge of functional and maladaptive behaviors to the assessment and/or diagnostic process.

7. **Intervention**: To understand and apply evidence-based interventions across a range of professional contexts and populations.

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.
7.6: Establishes and maintains effective relationships with the recipients of psychological services.

8. **Supervision**: To understand and apply knowledge of effective supervision practices regarding the provision of school psychology practices.

8.1: Demonstrates knowledge of principles of effective supervision in professional settings.

8.2: Demonstrates knowledge of supervision approaches demonstrated to support the implementation of effective interventions for children and youth.

9. **Consultation and Interprofessional/Interdisciplinary Skills**: To collaborate effectively with professionals and stakeholders to address problems, share knowledge, or promote high quality service delivery.

9.1: Demonstrates knowledge of and respect for the diverse roles, beliefs, and competencies of professionals and stakeholders working in schools, mental health organizations, and other relevant settings.

9.2: Provides evidence-based consultation and technical assistance to teachers, administrators, parents, and other health service professionals in order to identify effective strategies for addressing educational, social, and emotional problems and needs.

10. **Systems-Based Practices**: To understand and apply a systems framework to school psychology research and practice at the individual and organizational levels.

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.

*Element 10.1 is also relevant to the Assessment Competency (6).