

RUTGERS DOCTORAL FACULTY FORM

SCHOOL PSYCHOLOGY DEPARTMENT RUTGERS UNIVERSITY–NEW BRUNSWICK RATING OF STUDENT COMPETENCIES 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.

RUTGERS DOCTORAL FACULTY FORM

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.

RUTGERS DOCTORAL FACULTY FORM

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).