

## **Program Philosophy and Training Model**

APA-accredited since 1983, Indiana University is founded on the scientist--practitioner or Boulder model. Our overarching program framework is based on ethics and social justice. Within this ethical and social justice framework, we are committed to training professional psychologists who integrate science and practice. Our program faculty believes in the three core assumptions of the scientist--practitioner model: (1) professional psychologists have a deep knowledge of and ability to apply research principles results in more effective psychological services; (2) research is essential in the field's efforts to develop a core scientific database from which best practices emerge and (3) clinical work allows professional psychologists to identify, study and advocate for important social issues (Jones & Mehr, 2015). School Psychology broadly is composed of scientific--practitioner psychologists whose major professional interests lie with children, families and the schooling process. We expect our graduates to engage in the delivery of comprehensive psychological services to children, adolescents and families in schools and other applied settings.

### **Program Aims**

#### **Aim 1: Develop Knowledge and Competence in a Social Justice Framework**

The Indiana University School Psychology program's faculty and students have a strong commitment to social justice and cultural and individual diversity as an integral part of our training. We recognize that cultural and individual diversity refers to diversity with regard to personal and demographic characteristics that include, but are not limited to age, disability, ethnicity, gender, gender identity, language, national origin, race, religion, culture, sexual orientation and social economic status. Longstanding patterns of oppression and discrimination have left our nation with inequities that continue to plague our schools and society. We believe that school psychologists have a responsibility to develop an identity that incorporates a commitment to social justice and cultural and individual diversity. This dedication to equity cannot be an add--on or a single course in cultural and individual diversity. Rather, the commitment to cultural responsiveness and advocacy must be an integral part of the training and role of the school psychologist as central as our commitment to evidence--based practice and effective collaboration. Thus, we train our students in the concept of a continuum of care to provide the most effective evidence--based services for all individuals, but also to act as an advocate and a systems change agent, actively monitoring the quality of the educational experience and outcomes for students from groups who have been underrepresented or marginalized.

#### **Aim 2: Develop Comprehensive View of School Psychology Practice**

Schools, families and communities are complex institutions. Understanding the intricacies and dynamics of these institutions is essential to successfully improving children's academic and social--emotional health. To negotiate these systems, knowledge of ethical and legal standards is essential. Ethics, statutes, regulations, and institutional cultures are not

distinct, but are inextricably interwoven and should guide the behavior and conduct of all professional psychologists. To become a competent school psychologist, students must develop a thorough understanding of ethical principles, legal requirements, professional behavior, and best practices and how they are intertwined. These principles are addressed continually through direct orientation, applied practice, and reflection in all core classes, practicum, and internship.

### **Aim 3: Develop Research and Data-Based Decision-Making Skills**

A scientist-practitioner is a voracious consumer of professional literature. Since no research study is perfect, one must critically evaluate the merits of each study. The goal is to synthesize the literature and use an evidence-based foundation as a basis for practice. The scientist-practitioner also contributes to the professional literature by presenting papers at state, regional, national and international conferences. The gold standard for dissemination is submitting one's research efforts for blind review at a refereed journal.

### **Expected Training Outcomes**

Upon completion of the program and mastering of the goals and competencies, graduates are prepared to enter a variety of work settings, such as public and private schools, clinics, hospitals, and institutions of higher learning. Depending upon their individual programs, graduates may be eligible to take state licensing examinations for the independent practice of psychology, as well as obtaining certification/licensure to work in public schools. Graduates who obtain licensure for independent practice usually are also eligible to be listed in the *National Register of Health Service Psychologists*. The Ph.D. Program in School Psychology at Indiana University--Bloomington is accredited by the Commission on Accreditation of the American Psychological Association and is one of the oldest graduate programs in school psychology in the nation. It is also approved by the National Association of School Psychologists.