

VISION STATEMENT

Through research, academic, and clinical activities, the School and Applied Child Psychology Program emphasizes the inherent strengths of all learners and strives to develop optimal outcomes for children, youth, families, educators, communities, and society.

MISSION STATEMENT

The mission of the School and Applied Child Psychology program is to prepare school psychologists to be contributors and effective collaborators in enhancing learning and mental health outcomes for all individuals within a wide variety of settings. Graduates of our program are positioned to serve as educational leaders in the effective application of educational and psychological principles to the learning environment at both the individual and systems levels. To achieve these goals, our program cultivates students who are theoretically- and scientifically-informed critical thinkers who demonstrate excellence as providers of high-quality, evidence-based prevention, assessment, intervention and research services. Our graduates are scientist-practitioners who benefit from learning experiences enriched by empirical investigation and supervised training experiences within both the clinical and school environments.

PRINCIPLES

Several overarching guiding principles are ever-present in all aspects of our School and Applied Child Psychology program and have been developed in alignment with the Professional Practice Guidelines for School Psychologists, Canadian Psychological Association, American Psychological Association, and the National Association of School Psychologists.

1. Psycho-educational interventions are needed to prevent, remediate, and alleviate child learning and behaviour problems

We believe that schools have powerful influences on child health and well-being and can provide them with opportunities to improve their satisfaction with life and their ability to enjoy a healthy lifestyle. Schools today face growing challenges in addressing the complex needs manifested by children exposed to socioeconomic, cultural, linguistic, and societal adversities. The critical question for the 21st century is not “What do children need to succeed?” but “Who bears responsibility for creating those facilitative conditions?” As advocates for children, school psychology program graduates must focus their commitment to children’s well-being by developing a robust child- and family-centered service-delivery model that responds directly to need in the most appropriate manner – a model that reaches out to children and families where they live, learn, and play through evidence-based prevention, direct and indirect intervention and remediation, and community promotion and development.

2. Focus on assets and strengths

All children have self-righting potentials and strengths for resilient outcomes. For children to thrive, they need supportive, caring, and economically stable families, positive educational experiences, healthy and safe communities and environments, and enduring positive peer

relationships. When children successfully overcome challenges, provides a foundation of competence and resilience that will maximize potential and foster successful outcomes

3. Appreciation of the interdependence of individual and systems-level aspects of development

Learners live in rich physical and social contexts that affect all aspects of individual development. Our School and Applied Child Psychology students develop a solid understanding of normal and atypical development; appreciate the diverse individual learning, social, emotional, and behavioral needs of children and adolescents; and understand that these needs and behaviours must be situated within the larger context of the family, school, social, and cultural environment in which they live. Overall child development, well-being, and thriving are highly dependent on the interconnections and reciprocal influences of these multiple influences.

4. Sound ethical orientation

Although the same ethical principles that apply to psychology in general also apply to the practice of psychology in schools, the relationships between psychologists, teachers, parents, and children may be less easily defined or understood by those receiving service. Moreover, unique ethical issues and dilemmas occur in a school-based setting, as well as specific ethical issues in regard to the provision of services to children in schools. School Psychologists must have sound ethical and legal knowledge and the ability to successfully integrate ethical standards and best practices into their work with diverse student populations in schools and other settings.

5. The integration of theory, research, and practice across the content areas of School and Applied Child Psychology.

The School and Applied Child Psychology program strongly endorses the scientist-practitioner model. We emphasize that theories and research on typical and atypical child development provide the foundation for sound, effective psychological and educational practices with children. We acknowledge that it is essential to harness theory and research on child development and psychological and pedagogical practices to shape policies that support children's needs and well-being. Graduates are competent researchers but also practitioners who adhere to scientific methods, procedures, and research in their day-to-day practice with children and youth. Graduates use scientific methodology in their practice-decisions; they develop and test hypotheses using scientifically valid methods, tools, and techniques and inform their clients of scientifically-based findings and approaches to foster optimal outcomes for all children.

The School and Applied Child Psychology program embraces the production of innovative empirical research and theory as a desirable goal in professional psychology within the graduate training framework. We seek to nurture and shape positive attitudes toward and investment in research among graduates. This will ensure that their practices will be based on scientific findings and evidence-based theories and to facilitate research that is clinically meaningful. We are strategic about the research experiences offered and where, when, and how research training experiences are situated to maximize learning experiences for graduate students. A focus on evidence-based strategies that enhance student research attitudes and practices includes encouraging academic staff to: a) model appropriate scientific behavior and attitudes; b) formally and informally reinforce scientific activity; c) involving students early in their training in research; d) and adopting and valuing various approaches to research methods and procedures.

6. Evaluation and improvement through critical thinking and a commitment to the scientific approach and reflective practice

In embracing the scientist-practitioner model, graduate psychology programs (as well as graduate programs in education) face a major challenge – that of preparing stewards of the discipline (i.e., graduates committed to generating new knowledge and defending knowledge claims, conserving the most important ideas and findings that are a legacy of past and current work; transforming knowledge that has been generated and conserved by teaching others, and assuming a role that has an ethical and moral dimension) and stewards of the profession (i.e., graduates who possess the knowledge, skills, and moral imperative to intervene and solve problems of practice, employ evidence-based inquiry to inform their decisions, are agents of individual and system-level change, and possess an ethical obligation to engage in critical examination). Our (SACP) commitment to full realization of the scientist-practitioner model is embraced through incorporating elements of both these disciplinary and professional frameworks.

Our focus on the practitioner element is enhanced through creating a participatory and collaborative climate; using inductive pedagogical approaches that take a critical, creative, and reflective stance to solve authentic problems; and practicum and internships that provide structured experiences of authentic practice which serve as sources of inquiry and professional learning. We seek to enhance the disciplinary and research components through the development of a community-wide commitment to help students develop into the best scholars possible; to foster an intellectual community that stimulates new ideas and development; and to embrace multiple perspectives in the development of new knowledge by encouraging scholarly debate and intellectual risk-taking.

TRAINING MODEL

To achieve our mission and vision, as well as to shape our actions to reflect our values, we support preparation that is grounded in the *scientist-practitioner model* of training. We seek to produce graduates and trainees who are prepared to pursue academic or clinical careers. Our graduates create new scientific knowledge and engage in evidence-based practices that enhance the lives of children, families, school, and allied personnel.

Scientist: Scientific knowledge and research serves as a foundation for all aspects of our school psychology program. Students acquire in-depth knowledge of theory and research related to diverse areas of psychology in general and school and applied child psychology in particular. They are introduced to the scientific and theoretical literature in the biological, cognitive, academic, social-emotional, behavioural, and environmental bases of individual behaviour through psychological assessment, intervention, learning and instruction, and systems-level methods. Moreover, our research-stream students are prepared to be competent scholars who have knowledge and skills in the critical evaluation of empirical literature, research design, research methodologies, and dissemination of findings in oral and written form. This knowledge base permits them to be critical consumers of research and to use their acquired knowledge and skills to inform school psychology practice.

Practitioner: We prepare practitioners who are wedded to the notion that science must inform practice. Our students develop and test hypotheses at the individual, group, and systems-levels to foster outcomes for all learners. Students acquire a strong research and theoretical conceptual foundation in core content areas that they systematically apply through problem-solving to ensure empirically-based school psychology practice. We are also committed to preparing students who actively engage in the ethical decision-making process, have the competencies to navigate diverse

interpersonal relationships and maintain a positive working alliance with their clients, and collaborate effectively with others in planning and decision-making processes that lead to positive outcomes.

PROGRAM GOALS AND OBJECTIVES

Goals	Objectives
1. Students will demonstrate a thorough knowledge of both psychological and educational theories and research related to school psychology.	<ul style="list-style-type: none"> • Students will demonstrate a broad knowledge of psychology and education literature • Students will demonstrate mastery of foundational school psychology literature • Students will demonstrate mastery in the integration of various literatures as they relate to issues in school psychology • Students will espouse and incorporate a personal orientation to the practice of school psychology that is empirically-based
2. Students will demonstrate an understanding of the importance of systems-level prevention to promote mental health and resilience.	<ul style="list-style-type: none"> • Students will demonstrate knowledge of prevention literature related to mental wellness and resilience among all learners • Students will demonstrate knowledge of best prevention practices in promoting child mental wellness and resilience in schools • Students will demonstrate knowledge evidence-based prevention programming to support child mental health and resilience in schools • Students will demonstrate an understanding of the impact of multiple systems (e.g., family, school, communities) on student mental health and wellbeing • Students will demonstrate an understanding of the factors involved in effective system-level change
3. Students will demonstrate foundational competence in a wide range of assessment practices as well as effectively integrate data for data-based decision making.	<ul style="list-style-type: none"> • Students will demonstrate knowledge about the psychometric properties of the assessments they use including strengths and limitations • Students will demonstrate proficiency in administering a wide range of evidence-based assessments including norm-referenced and curriculum-based measures • Students will demonstrate proficiency in using diagnostic interviewing that examines individual and environmental factors and their impact on child development and function • Students will develop and test multiple hypotheses about the causative factors of individual child problems • Students will examine and evaluate multiple data sources within a developmental context for case conceptualization and intervention recommendations • Students will demonstrate proficiency in communicating assessment results in a comprehensible and integrated manner (written and oral).
4. Students will demonstrate	<ul style="list-style-type: none"> • Students will demonstrate knowledge of the definition of and

SACP Vision, Mission, Program Goals, Strategic Plan

<p>knowledge of a broad range of evidence-based interventions including academic, psychological, and behavioral.</p>	<p>examples of evidence-based intervention (EBI).</p> <ul style="list-style-type: none"> • Students will demonstrate proficiency in designing/choosing/ implementing academic EBIs for various reading, mathematics, and written expression problems • Students will demonstrate proficiency in designing/choosing/ implementing cognitive, behavioral, and mental health EBIs for internalizing, externalizing, social, and executive problems • Students will demonstrate proficiency in data-based decision making to monitor, modify, and adjust EBIs to foster intervention outcome and efficacy • Students will demonstrate knowledge of implementing a tiered approach of increasingly differentiated instruction and intervention to optimize academic, behavioral, and socio-emotional functioning for all learners
<p>5. Students will demonstrate basic skills in problem-solving consultation and collaboration with children, families, school personnel, and agencies.</p>	<ul style="list-style-type: none"> • Students will demonstrate an understanding of the consultation models typically employed in schools • Students will demonstrate knowledge of how the context of the problem and the individuals involved impacts the consultation process. • Students will demonstrate basic skills in collaboratively defining the problem and operationalizing target behaviours for intervention • Students will use problem analysis by examining both individual and environmental determinants of problem behaviours • Students will work collaboratively with consultees to develop intervention plans and choose measurement tools to evaluate interventions • Students will ensure intervention data is collected with integrity, and evaluate intervention efficacy for subsequent data-based decision-making with consultees
<p>6. Student will demonstrate professional conduct.</p>	<ul style="list-style-type: none"> • Students will demonstrate respectful and professional behaviour • Students will continue to seek out professional development and learning opportunities to continue to develop their knowledge and skills • Students will demonstrate proficiency in accepting feedback from supervisors and colleagues to improve their practice and personal growth • Students will demonstrate appropriate workplace appearance and behaviour
<p>7. Students will demonstrate knowledge and application of ethics and legal to their practice.</p>	<ul style="list-style-type: none"> • Students will demonstrate an understanding of NASP’s Principles for Professional Ethics, College of Alberta Psychologist’s Standards of Practice, and the Canadian Code of Ethics for Psychologists • Students will comply with all legal and ethical mandates relating to practicing psychology in schools. • Students will demonstrate skill in ethical decision making

	<p>processes.</p> <ul style="list-style-type: none"> • Students will apply ethical guidelines to all research endeavors
8. Students will demonstrate skill in scholarship.	<ul style="list-style-type: none"> • Students will demonstrate understanding of a range of research designs and methods • Students will demonstrate proficiency in conducting a literature review and synthesizing empirical literature to formulate a position • Students will demonstrate skill at formulating testable research questions and hypotheses • Students will develop, implement, and evaluate empirical or qualitative research • Students will demonstrate proficiency in a range of statistical analyses that address research questions and hypotheses • Students will demonstrate proficiency in disseminating research literature and results both in oral and written form
9. Students will demonstrate skill in fostering positive interpersonal relationships.	<ul style="list-style-type: none"> • Students will demonstrate effective communication skills • Students will demonstrate empathy in their interactions with others • Students will develop appropriate rapport with colleagues and clients • Students will evaluate, modify, and adjust personal behaviour based on supervisory guidance • Students will engage in problem-solving techniques to resolve difficulties experienced in professional communication and behaviour
10. Students will demonstrate skill in working effectively with others from diverse backgrounds.	<ul style="list-style-type: none"> • Students will demonstrate sensitivity and respect in working with individual from differing racial, ethnic, cultural, linguistic, gender, religious, and sexual orientation backgrounds • Students will provide high-quality, non-discriminatory, just, and fair psychological services within clinic and school settings

STRATEGIC PLAN

Introduction

Our School and Applied Child Psychology (SACP) program focuses on nurturing and facilitating children’s and youth’s cognitive, academic, social, and emotional development and growth. In keeping with the core principles of the University of Calgary, a central focus of our work is ensuring “return to the community” through responsiveness to the needs of local area schools and organizations, the Province of Alberta, and beyond. The School and Applied Child Psychology (SACP) program achieves this strategic focus through the quality of its training program and the graduates it produces, the research it generates, and the services it offers through our clinic, as well as through ongoing efforts to forge relationships and connections with researchers, clinicians, and school personnel with the shared goal of advancing school psychology knowledge and practice.

SACP Strategic Planning Process



Review and Revise SACP Vision

- Review vision and core values
- Compare vision and values and develop vision with reference to other school psychology programs in Canada

Review and Revise SACP Mission

- Review mission in relation to vision and values
- Compare mission and produce mission with reference to other school psychology programs in Canada

Review and Revise Program Goals

- Review program goals
- Compare and produce program goals with reference to other school psychology programs in Canada

Review and Revise SACP Strategic Plan

- Review and develop strategic goals
- Compare and produce strategic plan in relation to the strategic plan of the Werklund School of Education and the University of Calgary

Strategic Plan

1. Develop rigorous in-residence MSc and PhD programs.

Objectives:

- Recruit and competitively fund highly qualified local, national, and international students.
- Ensure students become active members of a research unit.
- Support students in the timely completion of program.
- Provide all PhD students with opportunities to participate actively in teaching and supervision.
- Develop a comprehensive evaluation plan to measure the attainment of program outcomes.
- Develop further and continue to offer courses in the areas of school psychology that have been designed and offered through a collaboration with the Counselling Psychology Program (e.g. program evaluation, research design and statistics, ethics, and clinical supervision) as well as courses with respect to specialized assessment and intervention, inclusive and diversity education, neuropsychology, child development, consultation, and school psychologist roles and functions.
- Develop school-based practicum experiences at the MSc and PhD levels to ensure that students have an opportunity to engage in assessment, intervention, and consultation within local school boards

- Contribute to the undergraduate program particularly with respect to educational psychology and diversity education

2. Develop a rigorous online MEd program.

Objectives:

- Recruit highly qualified local, national, and international students.
- Ensure students become active members of the online community.
- Support students in the timely completion of program.
- Develop a comprehensive evaluation plan to measure the attainment of program outcomes.
- Develop and offer courses in the areas of school psychology **consultation and counseling**, specialized **assessment and intervention** within clinic and school settings, **inclusive and diversity education, neuropsychology**, as well as courses **in program evaluation, research design and statistics, ethics**.
- Require comprehensive clinical and community practicum experiences to ensure that students have an opportunity to engage in assessment, intervention, and consultation.
- Enhance clinical skills through the completion of a 1200-hour pre-master's internship.

3. Develop and implement policies, practices and processes to improve student experience and success.

Objectives:

- Develop policies that allow for a stronger match between faculty members' research expertise and students' interests.
- Develop a process through which students can confidentially comment on their experiences in their program.
- Develop problem-solving approach to faculty-student issues that effectively resolve challenges for mutual benefit.

4. Promote faculty members' research and scholarship.

Objectives:

- Create a stronger web presence for program outreach and communication.
- Provide a range of key lectures, talks for the University, surrounding community, and national/international venues.
- Consult and collaborate with school boards and school psychologists within the Calgary community relative to areas of expertise for mutual goal attainment.

5. In collaboration with the Werklund School of Education, develop a University of Calgary Centre of Educational and Psychological Services

The envisioned University of Calgary Centre for Educational and Psychological Services (UCCEPS) would be the first of its kind in a Canadian university Faculty of Education in that it will address innovative teaching, research, and service needs under a single organizational structure. This organizational structure will be flexible in that it will allow for direct service delivery (individual assessment and intervention) to children at the University of Calgary and also indirect service delivery (classroom consultation and collaboration) in local area schools for large groups of children. Capitalizing on the latest empirical and technological advances in education, psychology, and neuroscience, UCCEPS faculty and students will guide the field in advancing educational practices, serving as a model for faculties of education across Canada and beyond. This innovative model will translate basic and applied

research into prevention, early intervention, and responsive treatment and evaluative practices designed to meet the needs of a diverse population of children and youth in inclusive educational settings.

Objectives:

- Develop clinical insight and scholarship within our faculty and students by having informal workshops throughout the year in which faculty and others will provide presentations relative to their expertise in clinical judgment, decision making, and practice.
- Seek new hires who have significant clinical skills in school psychology as well as focused research and scholarship accomplishments and future plans to further enhance our faculty as well as student professional skill/scholarly development

6. Develop a Measurement and Research Design Unit

Objectives:

- Advocate for the development of a measurement and research design unit within the Werklund School of education in order to promote the research and scholarship of faculty and students within and outside the School and Applied Child Psychology Program
- Facilitate the faculty expertise in measurement and research design to extract data from the UCAPES storage of data in order to answer research questions and publish papers relative to stored data in collaboration with faculty and students within the Werklund School of Education
- Expand interdisciplinary research efforts to ensure research is conducted as part of the larger University, community, provincial, and national/international research missions