



EFPA

**TASK FORCE OF
PSYCHOLOGY IN THE EDUCATIONAL
SYSTEM**

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**REPORT to the
GENERAL ASSEMBLY 2005 in GRANADA**

FINAL REPORT

TASK FORCE PSYCHOLOGISTS IN THE EDUCATIONAL SYSTEM

Executive summary

Period of the Task Force

Reinstatement of the Task Force (TF) Psychologists in the Educational system was proposed at the General Assembly in Vienna (July 2003). The TF was re-appointed in February 2004, for the period until the General Assembly in Granada, July 2005. The TF met twice: in June 2004 (Brussels) and in April 2005 (Madrid). The remainder of the work was done by email.

Scope of work

The TF addressed the following issues:

1. To provide a description of the professional competencies needed for psychologists in the educational system.
2. To analyze the need for postgraduate training and professional development within the area of psychologists working in the educational system, including the option of developing an Advanced Diploma
3. To analyze and develop guidelines for professional training and supervision (defining competencies and required content).

In order to address these issues, a questionnaire was developed and sent out to all MA's, after they were asked to appoint a contact person with great knowledge in the field.

This report provides the conclusions of the questionnaire, as well as the recommendations of the TF.

Recommendations

The TF recommends the EC:

- to accept the report
- not to develop an Advanced Diploma in the area of Psychologists in the Educational System at this time
- to appoint a working group with the following tasks:.

- to formulate guidelines for the year of supervised practice (content, supervision etc.)
- to formulate the specific components essential for continued professional development
- to formulate guidelines and provide good examples for the training of psychologists in the educational system

Other recommendations:

- EFPA should seek cooperation with ISPA on the guidelines for content of professional development.
- EFPA should encourage its member associations to seek closer contacts with universities to influence program development and to bridge the gap between theory and practice
- EFPA should seek examples of good practice for the development of competencies and examples of good practice of supervised practice for psychologists in the educational system
- The problem of lifelong learning should be addressed in the future. Will there be a labour market for Psychologists in the educational system with older people?

1. Introduction

The TF ‘Psychologists in the Educational System’ has been active for several time periods. In 1999-2001, the TF proposed a policy with guidelines for ensuring the quality of professional psychologists in the educational system (TF Psychologists in the educational system, 2001). These guidelines included guidelines for qualifications needed as well as for aspects ensuring the professional role, by continued professional training, supervision and the clarification of the professional role. Next, a working group was appointed by the EC to further develop some of the issues put forward in the report of the TF, one of which was to provide recommendations on the issue of whether a qualified Europsychologist (criteria for which were then under development) would be qualified enough to work in the field of education. Another was the issue of whether then a specialist training should be developed in this area. However, the working group strongly believed that decisions on the latter two should be made in dialogue with the member associations, and therefore recommended the reinstatement of a TF at the General Assembly in Vienna. This TF should have the task to analyse the need for postgraduate training and standards on professional development within this field.

2. Introduction current Task Force

During the EFPA General Assembly in Vienna (July, 2003) it was decided that the TF on Psychologists in the Educational system should be reinstated. Its task would be to *‘establish the criteria of an EFPA Advanced Diploma for Psychologists in the educational system / educational and developmental psychology’* (recommendation by the executive council, 8). However, since the *‘conclusions of the Working group be taken into consideration in the work of EFPA’*, the current TF has formulated its task broader, to include the full recommendation of the Working group:

“.. to analyse the situation regarding the need for postgraduate training and professional development within the area of psychologists working in the educational system.”

3. Goals

Beside the task as formulated at the GA (see above), the TF decided to also make a start with the further recommendations of the working group: that the TF *“...will analyze and develop guidelines for continued professional training and supervision.* Because of the great differences between the various countries it is important that the guidelines are developed in dialogue with the different MA’s/countries.” (Working group Psychology in the Educational System, 2003).

Finally, the working group suggested that the “*option of developing an Advanced Diploma may be discussed*.” (Working Group Psychologists in the Educational System, 2003) .

Eventually, the goals for the TF were derived from the WG recommendations and from the recommendations from the EC. The goals were formulated as follows:

- 1 Provide a description of the professional competencies needed for psychologists in the educational system.
- 2 Analyze the need for postgraduate training and professional development within the area of psychologists working in the educational system, including the option of developing an Advanced Diploma.
- 3 Analyze and develop guidelines for professional training and supervision (defining competencies and required content).

4. Literature

While searching for relevant literature and examples of good practice on a description of competencies required to work independently as a psychologist in the educational system, it was found out that ISPA, the International School Psychology Association, had recently developed a description of goals and standards for training of school psychologists (Clark & Oakland, 2001). This description includes program goals as well as standards, defined in terms of competencies. For a description of these competencies, see Appendix 3.2).

Because of the short effective working period of the TF, and the fact that the description given by ISPA was considered by the TF members to be very thorough, it was decided not to do a further literature search at this time, and instead of reinventing the wheel use the ISPA standards as a starting point. Despite the fact that the ISPA guidelines were still a draft, our ISPA colleagues were so kind as to allow us to use their document for our own task. It is expected that the guidelines will be accepted by the ISPA General Assembly in July 2005. In order to be able to decide on an advanced diploma, the TF considered it necessary to start with the description of the criteria for the Europsychologist (Project team Leonardo da Vinci Project, 2004), for this is the current EFPA definition for the basic level of independent professional practice.

The criteria for the Europsychologist (European Diploma in Psychology: EDP, see Appendix 3.1) were therefore used as the basis for discussion, and as a framework for the MA's to

compare their current and preferred situation of professional training in the area of psychology in education with.

5. Methodological aspects

As mentioned above, it was decided that, in order to be able to make a decision on the need for an advanced diploma, it was necessary to first define the competencies needed in order to be a ‘good enough’ psychologist in education. This would then be compared with the proposed level of competence for the European Diploma. Only if there would be a demand for higher or extra competencies than what could be incorporated in the training for the EDP, there would be legitimation for an advanced diploma.

First, a start was made to investigate existing training programs in this field and compare them to the European Diploma requirements. It was found that the ISPA- guidelines (see above) were a good example of a description of professional competencies for psychologists in education. Therefore, these were adopted to serve as a basis for our questionnaire. The ISPA goals and standards were compared to the European Diploma and its definition of competencies (see Appendix 3.3).

A survey was then developed, in order to determine the view of the EFPA MA’s on competencies needed for a good-enough psychologist in the educational system, and the need for advanced, post-graduate training and continued professional development. The questionnaire included the following parts (see Appendix 2: Questionnaire):

1. General information regarding current training situation
2. Competencies European Diploma (is this ‘good enough’ to work as a psychologist in the educational system?)
3. ISPA standards for training
4. Comparison between European Diploma and ISPA standards
5. Specialist or advanced training
6. Competencies, as addressed in current training situation
7. Competencies, as in the preferred situation
8. Continued professional development

The question ‘What do you think that EFPA could do to improve the situation concerning (training for) psychologists in the educational system?’ was also addressed.

In order to get the most knowledgeable person in each country to answer the survey, each MA was approached with the request for the name of a contact person who is well-involved and well-informed in this field. 18 MA's responded to this request, and submitted names of contact persons.

These contact persons were then personally approached by mail with the request to fill out the questionnaire. In case of the other MA's, the questionnaire was sent to the Secretary-General and the President, with the request to forward it to the appropriate field representative.

Because it is the experience that often questionnaires are being filled out by a single person, without any dialogue with colleagues, and we very much believe in dialogue and the value of discussion, we asked the primary contact person to invite a group of 4-5 colleagues together, who are also specialists in the field (maybe with different angles: from the professional field as well as those responsible for training), and discuss the questions. This way we were hoping the results would be based on a broader consensus, even within individual member associations/countries. At the same time, we were hoping that starting the discussion in each individual EFPA membership association may promote a more general discussion on quality and standards of our profession, and improve the involvement between EFPA and individual members of the member associations.

It certainly is our opinion that the result of our work should fit the needs of the individual members in the professional field too. That is only possible if we collaborate with as large a sample of these professional colleagues as possible.

Eventually (after sending out a reminder), the questionnaire was returned by 13 MA's (Denmark, Finland, France, Germany, Iceland, Ireland, Italy, Lithuania, The Netherlands, Slovenia, Spain, Sweden and Turkey). Eight countries indeed discussed the questionnaire with a group (2-6 members). In general, the feedback on this procedure was positive. It was felt that the questionnaire as a whole was pretty complicated, and it took some time to answer all questions. But the element of discussion was generally received as inspiring and constructive, as well as actually helping to bring the discussion on the issue of training and professional development in the own country to a higher level.

We do therefore hope that indeed this procedure will contribute to improving the quality of professional services within the various member states, and will help implement and disseminate the conclusions of this report throughout the various countries.

6. Results

6.1. Current training situation

At the moment, many countries are in the process of changing their academic training, transferring to the Bachelor-Master-system, as a result of the Bologna treaty. That means that the situation as currently described may change in the next few years. Some countries already added some comments on what the future situation would look like. For others it is still not clear.

Of the 13 MA's that completed the survey, very few have a specific training program in school- or educational psychology, preparing for professional work in the field of education. Most have a general degree at the Bachelor/Master level: this degree is mostly in General Psychology (10) and/or Developmental Psychology (3).

At the initial training level (Bachelor/Master or equivalent), there is very little in terms of training programs for school- or educational psychology. A (2 year) master program is offered in Lithuania and Ireland, whereas in the Netherlands there are some (1 year) Master programs involving educational psychology. Italy has a 1 year additional school psychology program (private), which is not a mandatory requirement for independent practice.

Seven countries (53.9%) state that they have some post-graduate training program in school psychology. However, the interpretation of the definition of 'post-graduate' varies from 'post-bachelor' to 'post-master'. It seems that only in Ireland, training beyond the master level is required (in the form of supervised practice) before being allowed to practice.

Supervised practice is an additional requirement in only one country (Ireland), and two countries (France and some states in Germany) have the additional requirement of teacher training before being allowed to work as a psychologist in the schools.

The information from the current questionnaire seems a bit inconsistent with the results of an earlier questionnaire, carried out by the 1999-2001 TF (TF Psychologists in the Educational System in Europe, 2001). Here, 7 out of 18 (38.9 %) reported to have special educational programs or rules concerning the education needed to be allowed to serve as a psychologist within the educational system. Six MA's reported to have post-graduate training requirements. Part of the difference is probably in an unclear definition of 'post-graduate', which was discussed earlier.

6.2. The European Diploma

Ten countries state that the requirements of the European Diploma (EDP) fulfil all that is needed to be a good-enough school psychologist in the field of education (that is: having the

starting knowledge and skills to work independently). The fact that the competencies for the EDP are defined too broadly is mentioned as something that deserves attention. As missing components are mentioned: knowledge and competencies in legal, economic and teaching issues and knowledge and skills on the system (schools, educational system), as is consultation. Although the latter can be seen as a combination of activities, involving a number of competencies (e.g. aspects of assessment as well as intervention), it clearly was felt by the respondents that it deserved recognition as an area of competence in itself.

All but three of the MA's answer that the European Diploma and the requirements in it fulfil all that is needed in order to be a "good-enough" psychologist in an educational context. Two of the MA's that do not think the EDP is enough, comment that the competencies are defined too broadly, and they provide some suggestions for additional competencies needed. These include for example system knowledge (schools, educational system), competencies in supervision and consultation in an educational context.

From the discussion that followed in the TF, this lead to the conclusion that EFPA could work on developing the requirement for the supervised practice in relation to the EDP, making these requirement more context-specific. For candidates that want to work within an educational context, the above aspects should be included here. However, requirements could differ from field to field.

6.3. ISPA standards for training

In general, MA's find that the ISPA standards are covering enough to prepare students for independent practice as a school psychologist. However, two countries find these standards too specific and detailed and argue that the amount of specific standards make it difficult to work with as guidelines for training practice. On the other hand, two countries name a few topics and competencies that seem to be lacking in their eyes. France specifically emphasizes that they believe that this 'singular training' should not come too early. They state that specialisation within the field is only acceptable after a broad, general training. Given the formulation of the questions as well as the answers, combined with the discussion in the TF, it seems that most other countries would agree on this. The basic EFPA position is that ALL professional psychologists, including those working in the field of education, should be trained as a psychologist first (not necessarily in consecutive order). The EDP therefore would be a requirement for all psychologists in the field of education. Training 'only' in 'school psychology' therefore would not be an option.

Eleven countries believe that EFPA should follow the ISPA guidelines in formulating standards for training for psychologists in education. However, these standards should be adjusted at points. It is generally felt that they are too specific and too detailed, and that there is too much emphasis on the individual and aspects of the learning process; aspects around the system and organization should be added. The standards should function primarily as a guideline, leaving room for individual MA's to adjust to honour local systems, strengths, and existing programs.

6.4. Comparison European Diploma and ISPA standards

When comparing the EDP and ISPA standards (see Appendix 3.3), most MA's (9) state that the standards that are specified in the ISPA standards, but lacking in the EDP standards, should be included in the basic training program for psychologists being prepared for working in the field of education. However, most (7 MA's) believe this all should be possible within the framework of a 6 year curriculum. This means they see it as a specification of the EDP requirements. Only one country states that this is not realistic within the framework of a 6 year curriculum. Three countries specifically state that they do not see the need to incorporate the 'missing standards', reason being that they believe the 6 year program should be broad and not specifically geared towards the field of education.

6.5. Need for specialist or advanced training

Before asking questions about the need for advanced or specialist training, this was defined as 'additional, post-graduate training, beyond the Master-level and beyond the level of the European Diploma. That is, beyond a basic psychology-preparation of at least 5 years of academic training and one year of supervised practice' (Questionnaire, see Appendix 2). However, the question if there currently is a need for post-graduate training was put before this specific definition was given. And although 6 countries answered positively on this question, analysis of their answers showed that most believe this extra training should be included in the (fifth or) sixth year of the training. This suggests that the interpretation of 'advanced' training was unclear. Most seem to take their current curriculum and program structure as the point of reference. Overall, it seems most would want the additional or 'advanced' training to be included within a 6 year framework, which means it would still fall within the framework of the European Diploma.

Since the EDP (6 years) is considered the current EFPA point of reference, (including a full year of supervised practice), only training or other activities beyond these 6 years are (for the purpose of this report) considered ‘post-graduate’ or advanced. We will therefore use the term ‘advanced diploma’ from now, to avoid confusion of terms. The term ‘advanced’ here refers to any activity beyond the 6 years included in the EDP.

All in all, a thorough analysis of the answers to the questions referring to the advanced diploma leads to the conclusion that at this moment there does not seem to be a need for this, according to the current respondents.

Some countries, however, mention the possibility of an advanced or specialist diploma within a specific area of the field. That is, for example specialisation in a specific type of problem (e.g. autism spectrum disorder, learning disabilities), research and program development, training or education, or management and leadership. International experience and knowledge was also mentioned as a possible topic for specialization. However, these suggested specializations were felt to be of a different kind than the advanced diploma in the sense it is being talked about within the current context: as an advanced training needed and available for ALL professionals within the field.

All but one country state that EFPA should play a role in setting standards for a specialist training for school psychology. However, looking at the comments, it seems there again was some confusion on the definition of ‘post-graduate’, specialist training. Looking carefully at the answers and comments, also on other questions, it seems that most countries are actually arguing for training or professional standards for psychologists in the educational system, but that they believe this should be done within the framework of a 6 year program. If an advanced/specialist diploma would be developed, most countries believe this should not be a requirement for independent practice in schools, but more for specialists within the field (so only for a limited number of candidates)

6.6. Competencies in current training situation

The part on specific competencies, based on the ISPA guidelines, was filled out by 10 responding MA’s. Because the current training programs vary from formal (and mandatory) training being limited to the initial Bachelor/Master programs (France, Germany, Iceland, Italy, Netherlands, Slovenia, Spain, Turkey) to full trajectories including postgraduate training

and supervised practice (Finland and Sweden), the time and number of competencies addressed vary accordingly.

In general, it seems that in most countries where there is only a program at the initial level, many knowledge-indicators are included in the program, but performance indicators are not as implicitly included. Some touch on all competence-categories, but broadly and not including all the specific competencies.

In the ISPA guidelines, the standards are all described in terms of both knowledge and skill or performance indicators. Without going too much into detail, it can be said that results from the questionnaire show that many aspects are being dealt with at the knowledge level, but not all are also addressed at the performance level.

Where there is supervised practice involved anywhere in the training, this sometimes emphasizes the performance-aspects of the various competencies. However, in many occasions the combination of knowledge and performance is stressed in this phase.

6.7. Training and competencies needed

MA's were asked at what stages of the training (initial training: Bachelor/Master, supervised practice (both still before EDP-level), (mandatory) advanced training (after EDP) or continued professional development the various competencies (both knowledge and performance) *should* be accomplished.

The following is a brief summary of the main conclusions of this part of the questionnaire. The more detailed information will be available for follow up work in this area. It did not seem useful to provide a detailed analysis here, within the context of the current question. The description of the competencies can be found in Appendix 3.2. Standards for training (Clark & Oakland, 2001).

It seems that most countries would like most competencies, both at the knowledge and at the performance level, to be addressed during the initial training phase (Bachelor/Master). All agree that at least most if not all of the theoretical / academic knowledge should be covered at this stage. Regarding the performance skills, most countries agree that these should at least to a certain level be included in the initial training program. However, respondents differ in the degree to which this should be covered here. Some countries believe that this should primarily be covered during the year of supervised practice. However, during the discussions among the TF members, it seemed that there did not really seem to be that much of a difference in opinion. It was generally felt that, although many skills can only really be acquired within the

context of the professional practice, the initial training and acquisition of skill to some degree should and could already be addressed during the initial phase (Bachelor/Master).

So overall, the academic program should ideally include most academic/knowledge skills, as well as some basic performance skills.

The supervised practice specifically provides the possibility that psychological knowledge (theoretical, conceptual) and psychological praxis (contexts, competencies, performance) be combined. This includes for example developing and implementing prevention or intervention programs, carrying out assessment, providing consultation etc. During this time, personal development, reflection and ethics in relation to practice should be systematically addressed.

Based on the results from the questionnaire and the discussion in the TF, it is our strong opinion that overall, knowledge and practice (skills etc.) should be as much as possible combined and integrated, wherever possible, in all stages of the training. This should ideally be organized in a 6 years framework. It is felt that the European Diploma offers a good enough general framework to accomplish this.

The ISPA standards and the results of the questionnaire provide ideas on how to specify the competencies to fit with the demands of working in the educational context. Other ideas must be explored in the future by collecting examples of good practice from member countries, from research on development of competence and experience-based knowledge of psychologists and other professionals.

Since there seems to be a need for some guidelines on specific training standards, EFPA should continue to play an active role in formulation of competencies needed for independent practice as a psychologist in the educational system. The ISPA standards and the results of the questionnaire can be used as a starting point.

6.8. Continued professional development

Since an advanced diploma does not really seem to be awaited by the MA's, the post-EDP trajectory primarily involves continued professional development.

All countries express the importance of and need for continued professional development.

This does not only involve supervision of practice but also updating and activating knowledge ("refreshment courses", e.g., tests, statistical competencies). Furthermore, there are some that

would like specialization courses depending on the individual area of expertise. Moreover, it is important that psychologists in the educational system have networks for discussion, that is reflected by the fact that every country said that collegial consultation and intervision (or peer supervision) would be necessary.

Continued professional development involves various aspects.

Personal development involves reflection, dealing with the issue of professional distance, self-management abilities, communication and self-presentation. But continued professional development also involves developing and refreshing knowledge. Since our field and knowledge base is still (rapidly) developing, it is important that professionals keep up with this knowledge. That means that continued training, conference attendance etc. should be included too.

The guidelines for the EDP also emphasize the need for continued professional development, and proof thereof is required for renewal of the Diploma (Project team Leonardo da Vinci project, 2004). They also provide some suggestions on types of professional development activities.

The TF strongly feels it is important that professional psychologists develop ways of documenting and researching what competences characterises the experienced practitioner in educational practice.

7. Proposal for a common EFPA position on guidelines for training and professional development

Given the results of the questionnaire and the discussion within the TF, we propose the following as a common EFPA position:

At this moment, there is *no* need for an advanced diploma in the field of psychologists in the educational system.

The European Diploma allows for a level of professional knowledge and skills that should suffice for independent practice in the field of education. There is, however, a need for more specific guidelines for supervision and training. EFPA should, therefore play a role in developing guidelines for training and supervision in this specific field.

EFPA could work on developing the requirement for the supervised practice in relation to the EDP, making these requirements more context-specific to a particular field (that is the context for which the Diplomat is acquiring the competencies needed for independent practice). Also, there should be more specific guidelines on how to organize the year of supervised practice (content, supervision etc.).

The ISPA guidelines may be used as a reference, and it may be useful to seek collaboration with ISPA on this.

EFPA can also play a role in collecting examples of good practice regarding supervision, competence development, ways of documenting and strengthen experienced practice in groups of psychologist across workplaces etc.

Also, EFPA should encourage continued professional development , and play an active role in developing the components and guidelines for practice (supervision, reflective practices, practice research, training etc) that should encompass it.

Finally, EFPA should play an active role in encouraging its member associations to seek closer contacts with universities to influence program development and to bridge the gap between theory and practice

This is all in line with the position formulated earlier by the TF 1999-2001 (TF Psychologists in the Educational System in Europe, 2001).

8. Implications for EFPA MA's

EFPA member associations should take it upon themselves to seek closer contacts with universities to influence program development and to bridge the gap between theory and practice.

With all current developments in this field, both as a result of the Bologna treaty and the development of the EDP, it is important that MA share experiences on what is happening in the area of training and professional development. This may include participating in joint projects and providing and disseminating examples of good practice.

The EFPA position on professional standards for training, supervised practice and continued professional development may provide a guideline for improving and securing the quality of training and professional practice in the various countries. This, incorporated in the context of the European Diploma, may assist the MA's in the promotion of the role and the importance of the psychologists in the schools.

9. Future tasks of EFPA

EFPA should develop guidelines regarding training, supervised practice and continued professional training (see above). It is advised that for this, a working group will be appointed.

Given the fact that most countries are currently in the process of redesigning their training programs (in order to change to the Bachelor/Master model), it seems wise to pick this up at

this time. Once all new systems are in place, it will be much more difficult to implement yet new programs, guidelines or requirements.

EFPA should seek cooperation with ISPA on developing guidelines for standards for professional development

EFPA should try to collect and document examples of good practice of organisation of competence development and of supervised practice for psychologists in the educational system.

Future tasks of EFPA also include to take action, wherever needed, within national governmental bodies, EFPA and EU, at professional, scientific, strategic and political levels. Dialogue is still a very important means.

The problem of lifelong learning should be addressed in the future. Will there be a labour market for psychologists in the educational system with older people?

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10. Conclusion

Overall, at the moment there seems *no* need for an advanced (post EDP) diploma in the educational field. There is, however, a need for more concrete guidelines for development of competencies and training in this field. The ISPA guidelines for training can serve as inspiration, although overall they seem to be regarded as too specific and detailed. Room for the individual countries to put in their own emphasis seems a necessary component.

Aside from guidelines for training within the initial academic program (Bachelor/Master), there appears to be a need for guidelines on how to structure and design the year of supervised practice. Finally, there seems to be a general agreement on the need for continued professional development. The results of the questionnaire provide some suggestions on what this should consist of. This can be further elaborated on in the future, preferably within the framework of the EDP, regarding renewal of the Diploma.

Literature

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Appendix 1. Membership of the Task Force*

Helen Bakker, Netherlands (convenor)

Marie-Antonia Alvarez-Monteserin, Spain

Baerbel Kracke, Germany

Ingela Palmér, Sweden

Ole V. Rasmussen, Denmark

Marie-Jeanne Robineau, France

Nena Vlassa, Greece

EC liaison: Johanne Bratbo, Denmark

* We would like to thank Bob Clark and Tom Oakland (ISPA), for allowing us to use their draft of the Standards for training. We would also like to thank Sabine Steyaert (EFPA office), for her help in editing the questionnaire, sending it out to the MA's and their contact persons and serving as a liaison where necessary. Thanks also to the Colegio Oficial de Psicólogos and the Colegio Oficial de Psicólogos de Madrid, for hosting us for our TF meeting in Madrid. And last but not least, we would like to thank everybody who volunteered his or her time to discuss the issues and fill out the questionnaire. We really appreciate it!

Questionnaire (Specialist) Training for psychologists in the educational system

COUNTRY :

Name of Member association:

Filled out by:

Professional function:

Date:

Other participants in the discussion/involved in filling out the questionnaire:

1. Name :	function
2. Name :	function
3. Name :	function
4. Name :	function

The following contact persons have been nominated by their member associations to be engaged in this project :

Austria: Claudia Rupp - **Belgium:** Patrick Lanckswertdt - **Czech Republic:** Lenka Sulova - **Denmark:** Ole Rasmussen - **Estonia:** Eve Kikas - **Finland:** Vesa Nevalainen - **France:** Marie-Jeanne Robineau - **Hungary:** Zsuzsanna Vajda - **Liechtenstein:** Monika Kind - **Malta:** Paul M. Bartolo - **Netherlands:** Helen Bakker - **Norway:** Jogair Sognaes - **Slovenia:** Dusan Jamsek - **Sweden:** Anci Cederquist - **Turkey:** Gonca Soygut - **United Kingdom:** Michael Carpenter

Part I. General information on current training situation in your country

1. What is the current training situation in your country? What program(s) prepare for practice as a psychologist in the educational system/school psychologist? (tick all that apply)

- 0 Degree in school psychology
- 0 Degree in educational psychology
- 0 Degree in general (applied) psychology
- 0 Degree in child, child and adolescent, developmental psychology
- 0 Specialization/differentiation within one of the above training programs in the area of school psychology
- 0 other (explain):

2. What is the number of years of academic training required before being allowed to practice in the schools:

Total: ... years, consisting of:

- .. years Bachelor (area:)
- .. years Master (area:)
- .. years postgraduate training (area:)

Other:

3. What are the requirements or qualifications needed in order to be allowed to practice as a psychologist in schools (e.g. requirement of former education as a teacher, certification, supervision etc)? (Be specific)

4. Do you currently have a post-graduate or advanced training program in 'school psychology'?

- 0 yes
- 0 no

5. If you have a post-graduate training for school psychologists:
a. What are the strengths of the training model:

b. What are the weaknesses/what is missing in the training model?

6. If you do not have a post-graduate training program in school psychology, is there a need for it?

0 yes

0 no

Explain why (give advantages and/or disadvantages):

Part II. European Diploma (Att. 1)

Enclosed, you find the description of the basic competences required for the **European Diploma for psychologists**. (attachment 1)

Please read them carefully, and answer the following questions:

7. Do these requirements fulfil all that is needed in order to be a 'good-enough' school psychologist in your country? (that is: have the starting knowledge and skills to work independently)

0 yes (go to 9)

0 no

8. If you think the competences described are not enough for independent practice as a 'school psychologist', what competences, knowledge or skills should be included?

-
-
-
-
-
-

(use attachment if necessary)

Part III. ISPA Standards for training (Att. 2)

ISPA, the International School Psychology Association, has developed guidelines / standards for the training for school psychologists. (see attachment 2)

9. Do you think the proposed guidelines would be sufficient to prepare students for independent practice as a school psychologist?

0 yes (go to 11)

0 no

10. If you think the suggested training does not sufficiently prepare for independent practice as a school psychologist, what do you think should be included?

-

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-

-

(use attachment if necessary)

11. In your opinion, should EFPA follow the ISPA guidelines for standards for training of school psychologists?

0 yes

0 yes, but they should be adjusted at points

0 no

Additional comments/suggestions:

Part IV. Comparison between European Diploma and ISPA standards (Att. 3).

In this document (see attachment 3) for each ISPA standard we have listed the relevant parts of the European Diploma.

12. Some (training) standards are not specifically mentioned in the training criteria of the European Diploma. Do you think the missing competences/program parts should be included in the basic training program for (school) psychologists?

0 yes, and it should be possible within the total 6 year curriculum (e.g. 3 Bachelor+2 Master+1 supervised practice)

0 yes, but I think that is not realistic within the framework of a 6 year curriculum

0 no

Additional comments:

Part V. Specialist or advanced training

By a specialist or advanced training, we refer to additional, post-graduate training, beyond the Master-level and beyond the level of the European Diploma. That is, beyond a basic psychology-preparation of at least 5 years of academic training and 1 year of supervised practice.

13. Should EFPA play an active role in setting standards for this specialist (post-graduate) training?

0 yes

0 no

14. Would it be fair (and simple) enough to state that all the missing competences/program parts should be included in a specialist curriculum/advanced training program?

0 yes

0 no

Motivation:

15. If EFPA would develop an Advanced Diploma in School Psychology, should this Diploma be a prerequisite for being allowed to work independently in the schools?

0 yes

0 no

Motivation:

16. Use separate form **A. Competence indicators, current situation (Att. 4 Excel doc)**

For all standards as listed by ISPA, please note at what level the various competence indicators are currently addressed in the curriculum in your country.

If you think all K (knowledge) or P (performance) indicators are covered during the same phase, you can just put a cross in the column corresponding to that phase.

If you think various K or P indicators are covered at different moments, please list the corresponding numbers of the various Knowledge indicators (K) and Performance indicators (P) in the column of the corresponding phase.

For example: standard 1.1: all K-indicators are covered in the basic training, phase 1 / 2. You put an x in the column of phase 1 / 2. But P-indicators 1,2,3,4,7,11 are covered in phase 3 (supervised practice), where-as the other P-indicators are not covered at all (column F). You put those numbers in the corresponding columns.

Please make sure at this point you refer to the *current situation* in your country!

17. Use separate form **B: Competence indicators, preferred situation (Att.4 Excel doc)**

For all standards as listed by ISPA, please note at what level the various competence indicators should, in your opinion, be addressed in the curriculum.

If you think all Knowledge or Performance indicators should be covered during the same phase, you can just put a cross in the column corresponding to that phase.

If you think various K or P indicators should be covered at different moments, please list the corresponding numbers of the various Knowledge indicators (K) and Performance indicators (P) in the column of the corresponding phase.

Please make sure at this point to refer to the *preferred* situation!

18. If EFPA would develop an Advanced Diploma in 'School Psychology', would the structure of professional training in your country (by universities, post-graduate training institutions or professional organization) allow for development of the required training program(s)?

0 yes

0 no

Explanation (e.g. what conditions should be met before such program can be implemented, what are current 'obstacles' for such a training etc.):

19. What should/could EFPA do in order to help create the necessary conditions for implementation of an Advanced Diploma?

20. It is the EFPA position that good professional practice requires continuing professional development, even after obtaining the necessary diploma's or certifications. This may include both training and supervision.

Do you think EFPA should formulate standards for continued professional development?

0 yes

0 no

21. Use form **B: Competence indicators, preferred situation (Att. 4 Excel doc)**

In the final column, please tick the competencies that you think should be addressed during continued professional training and development.

22. When developing standards for continued professional developments, what do you think should be included?

- 0 'refreshment' courses: current developments/updating knowledge
- 0 specialization courses, depending on your own area of expertise of specific demands of the working situation
- 0 regular conference attendances
- 0 supervision
- 0 collegial consultation / intervision / group supervision
- 0 other: (specify)

23. How should this be formulated?

- 0 in terms of number of courses/conferences/activities – content up to the individual
- 0 in terms of number of hours per (type of) activity (e.g. # hours of courses, # hours of supervision etc)
- 0 in terms of a total of hours, but how this is spent is up to the individual
- 0 in terms of a total of hours, divided amongst specific areas (e.g. prevention, assessment, intervention)
- 0 other (please specify):

Thank you very much for your time and effort!

Task Force Psychologists in the Educational system, 2003-2005

* In this questionnaire, we will use the term **'school psychologist'**. We know there are countries where they use the term 'educational psychologist', or even more general 'psychologist in schools'. For practical reasons we have chosen to use the term 'school psychologist' here. We mean to refer, however, to all psychologists who are working as a practitioner in the educational system.

		A. Competencies indicators current situation			
Standard		Phase 1/2: Bachelor/Master	Phase 3: supervised practice	Postgraduate training	Not included
1.1	K				
	P				
1.2	K				
	P				
1.3	K				
	P				
1.4	K				
	P				
2.1	K				
	P				
2.2	K				
	P				
3.1	K				
	P				
3.2	K				
	P				
4.1	K				
	P				
5.1	K				
	P				
6.1	K				
	P				

B. Competencies indicators preferred situation

Standard		Bachelor/Master	supervised practice	mandatory advanced training	continued profess.development
1.1	K				
	P				
1.2	K				
	P				
1.3	K				
	P				
1.4	K				
	P				
2.1	K				
	P				
2.2	K				
	P				
3.1	K				
	P				
3.2	K				
	P				
4.1	K				
	P				
5.1	K				
	P				
6.1	K				
	P				

Appendix 3.1. Questionnaire, attachment 1: European Diploma in Psychology, appendix III: Competences and competence profiling

From: Project team Leonardo da Vinci Project * (May 2004, draft, version 2.10 revised): European Diploma in Psychology.

* The members of the team and the organizations represented:

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*Torleiv Odland (NPF, Norway) participated in the early stages of the project and was replaced by Arne Holte.

Appendix III. Competences and competence profiling

Competences of psychologists

The overall purpose of practising as a professional psychologist is to develop and apply psychological principles, knowledge, models and methods in an ethical and scientific way in order to promote the development, well-being and effectiveness of individuals, groups, organisations and society.

This appendix defines the major competences that professional psychologists should develop and demonstrate before being admitted to independent practice. These competences relate to aspects of the process by which psychologists render services to their clients.

There are two main groups of competences, (i) those relating to the psychological content of the professional practice process (primary competences) and (ii) those enabling the practitioner to render their services effectively (enabling competences). The primary competences are unique for the psychological profession in terms of their content and the knowledge and skills required for their performance. The enabling ones are shared with other professions and providers of services. Both primary and enabling competences are essential for rendering services in a professionally acceptable way.

The competences provide a description of the various roles psychologists perform. These roles are performed in one or more of a variety of occupational contexts and in relation to a variety of types of client. Competences are based on knowledge, understanding and skills applied and practised in an ethical fashion. The competent practitioner is not only able to demonstrate the necessary skills but also attitudes appropriate to the proper practice of their profession. Attitudes are considered to be of special importance, since they define the unique nature of the psychological profession. While some knowledge and skill is general in its applicability, much of it is context-related. Thus, the psychologist who has demonstrated professional competence in one context with one client group cannot be assumed to be competent in other contexts or with other client groups in the same one.

Each holder of the European Diploma in Psychology will have a profile defining the contexts within which they have demonstrated competence to practise independently at the point at which the Diploma is awarded.

A distinction is made between four broad professional contexts, designated as:

- Education
- Health care
- Work & Organisation
- Other

For the purpose of describing qualifications to practise, a broad categorization in professional contexts is deemed to be sufficient. For those professional activities that cannot be assigned to any of these three categories, a fourth category, designated as 'Other' is used and a specification of the particular setting (e.g. forensic, or sport) should be given.

The descriptions of these competences are intended to be generic and applicable to most or all types of psychologists' professional work.

Primary competences

There are 20 primary competences that any psychologist should be able to demonstrate; these can be grouped into six categories, which relate to professional roles. These roles are designated as:

- A. goal specification
- B. assessment
- C. development
- D. intervention
- E. evaluation
- F. communication.

The competences are described below.

Primary competences	Description
A. Goal specification	Interacting with the client for the purpose of defining the goals of the service that will be provided
1. Needs analysis	Gathering information about the client's needs by means of appropriate methods, clarifying and analysing the needs to a point where meaningful further action can be taken.
2. Goal setting	Proposing and negotiating goals with the client, establishing acceptable and feasible goals, and specifying criteria for evaluating goal fulfilment at a later time.
B. Assessment	Establishing relevant characteristics of individuals, groups, organisations, and situations by means of appropriate methods
3. Individual assessment	Carrying out assessment by means of interviewing, testing and observation of individuals in a setting relevant for the service demanded.
4. Group assessment	Carrying out assessment by means of interviewing, testing and observation of groups in a setting relevant for the service demanded.
5. Organisational assessment	Carrying out assessment by means of interviews, surveys, and other methods and techniques which are appropriate for studying organisations in a setting that is relevant for the service demanded.
6. Situational assessment	Carrying out assessment by means of interviews, surveys, and other methods and techniques which are appropriate for studying situations in a setting that is relevant for the service demanded.
C. Development	Developing services or products on the basis of psychological theory and methods for the use by the clients or psychologists.
7. Service or product definition & requirements analysis	Defining the purpose of the service or product, identifying relevant stakeholders, analysing requirements and constraints, and drawing up specifications for the product or service or service, taking into consideration the setting in which the service or product is to be used.
8. Service or product design	Designing or adapting services or product in accordance with the requirements and constraints, taking into consideration the setting in which the service or product is to be used.
9. Service or product testing	Testing the service or product and assessing its feasibility, reliability, validity and other characteristics, taking into consideration the setting in which the service or product is to be used.
10. Service or product evaluation	Evaluating the service or product with respect to utility, client satisfaction, user friendliness, costs and other aspects which are relevant in the setting in which the service or product is to be used.

Primary competences	Description
D. Intervention	Identifying, preparing and carrying out interventions which are appropriate for reaching the set goals, using the results of assessment and development activities.
11. Intervention planning	Developing an intervention plan that is appropriate for reaching the set goals in a setting relevant for the service demanded.
12. Direct person-oriented intervention	Applying intervention methods that directly affect one or more individuals in accordance with the intervention plan, in a setting relevant for the service demanded.
13. Direct situation-oriented intervention	Applying intervention methods that directly affect selected aspects of the situation in accordance with the intervention plan, in a setting relevant for the service demanded.
14. Indirect intervention	Applying intervention methods that enable individuals, groups or organisations to learn and take decisions in their own interest, in a setting relevant for the service demanded.
15. Service or product implementation	Introducing services or products and promoting their proper use by clients or other psychologists.
E. Evaluation	Establishing the adequacy of interventions in terms of adherence to the intervention plan and the achievement of set goals.
16. Evaluation planning	Designing a plan for the evaluation of an intervention, including criteria derived from the intervention plan and the set goals, in a setting relevant for the service demanded.
17. Evaluation measurement	Selecting and applying measurement techniques that are appropriate for effecting the evaluation plan, in a setting relevant for the service demanded.
18. Evaluation analysis	Conducting analyses in accordance with the evaluation plan, and drawing conclusions on the effectiveness of interventions in a setting relevant for the service demanded.
F. Communication	Providing information to clients in a way that is adequate to fulfil the clients' needs and expectations.
19. Giving feedback	Providing feedback to clients, using appropriate oral and/or audio-visual means, in a setting relevant for the service demanded.
20. Report writing	Writing reports as to inform clients about the results of assessment, service or product development, interventions, and/or evaluations, in a setting relevant for the service demanded.

A psychologist should gain each of these competences as far as applicable within a particular professional context. In order to obtain the European Diploma the degree of competence must be such that the psychologist can be expected to perform each of the six main roles in an adequate manner and independently.

Enabling competences

There are eight enabling competences which relate to professional activity in general and which the practitioner psychologist should demonstrate the primary competences.

A psychologist should gain each of the enabling competences, as required for practice in a particular professional context, in order to qualify for the European Diploma.

Enabling competences	Definition
1. Professional strategy	Choosing an appropriate strategy for dealing with the problem(s) posed, based on a reflection on the professional situation and one's own primary competences.
2. Continuing professional development	Updating and developing one's primary and enabling competences, knowledge and skills in accordance with changes in the field and the standards and requirements of the psychological profession, national and European regulations.
3. Professional relations	Establishing and maintaining relationships with other professionals, as well as relevant organisations.
4. Research and development	Developing new products and services that have the potential of fulfilling current or future clients needs and generating new business.
5. Marketing & sales	Bringing current and new products and services to the attention of actual or potential clients, contacting clients, making business offers, selling services, providing after-sales services.
6. Account management	Establishing and maintaining relationships with (potential) clients, monitoring clients' needs and satisfactions, identifying opportunities for expanding business.
7. Practice management	Designing and managing the practice from which services are rendered, whether as a small business or as part of a larger private or public organisation, including financial, personnel, and operational aspects, providing leadership to employees.
8. Quality assurance	Establishing and maintaining a system for quality assurance for the practice as a whole.

In developing and assessing competences account must be taken of the fact that the actual content of the services offered is different, depending on the context within which one is practising. This is a direct consequence of the fact that psychologists perform different roles in society and deal with different types of clients, problems, methods, etc. As noted above, four broad professional contexts are distinguished for the European Diploma: Education, Health, Work, Other.

The fourth general category (other) is used to encompass other more specific applications that do not fall with these generic contexts.

Appendix 3.2. Questionnaire, attachment 2: Standards for training ISPA, chapter III: Program goals and standards

Chapter III: Program goals and standards

From: Robert D. Clark and Thomas Oakland (July 2001). International School Psychology Association: *Goals and Standards for Accrediting Professional Preparation Programs In School Psychology* (draft 2).

III PROGRAM GOALS AND STANDARDS

At the completion of a program of study in school psychology students can be expected to demonstrate entry level competencies in the following six areas identified in the International School Psychology Association *Guidelines for the Preparation of School Psychologists* (Cunningham & Oakland, 1998):

1. Core Knowledge in Psychology and Education,
2. Professional Practice Preparation,
3. Professional Skills in Decision-Making, Reflection and Inquiry,
4. Interpersonal Skills,
5. Research Methods and Statistical Skills,
6. Knowledge of Ethics and Establishment of Professional Values.

School psychology programs can be expected to provide knowledge and skills associated with each of these six areas. An evaluation of these areas is enhanced by considering eleven standards, each with its own set of knowledge and performance indicators. A draft set of knowledge and performance indicators is found in the Appendix to this draft. Included with each standard below are a few examples of knowledge and performance indicators. The knowledge and performance indicators are provided to assist the school psychology program in demonstrating that the standard has been met. However, it should be clear that programs are required to meet the requirements of the *Standards* and not of the individual knowledge and performance indicators.

Goal 1 – To Acquire Core Knowledge in Psychology and Education

School psychology programs rely on core knowledge that encompasses the following content domains in general psychology: developmental psychology, psychology of learning and cognition, educational psychology, psychology of personality, social psychology, statistics and research design, experimental psychology and biological psychology. Programs also promote an understanding of educational curriculum, instruction, and related educational context. School psychologists can be expected to display acquisition of this core knowledge together with its applications (Oakland and Cunningham, 1997; Cunningham and Oakland, 1998).

Standard 1.1 - Learning and Instruction

School psychologists are expected to display knowledge of theory and research on learning and other developmental processes together with instruction. In addition, they are expected to be able to apply this knowledge in various ways to help enhance learning and development in children and youth.

Knowledge Indicator: School psychologists ...

1. Display knowledge of theories and research on learning and cognitive development
2. Display knowledge of processes students use to acquire and retain knowledge and skills.
3. Display knowledge of qualities that influence motivation to learn.
4. Display knowledge of individual differences in learning and performance
5. Display knowledge of the influence of language development, differences, and deficits on learning
6. Display knowledge of theories and research on curriculum and instructional methods.
7. Display knowledge of instructional needs of students with diverse abilities
8. Display knowledge of the possible impact of gender, race, culture, environment, and disability on learning
9. Displays knowledge of factors that influence motivation and engagement and how to help students become self-motivated
10. Displays knowledge that students' cognitive, physical, social, emotional, and moral development influence learning

Performance Indicators: School psychologists ...

1. Work collaboratively with school personnel to promote supportive learning environments.
2. Assist school personnel to develop academic goals and programs for students.
3. Evaluate educational environments to develop strategies that encourage motivation and engagement in productive work
4. Participate in the development and implementation of instructional strategies and interventions to promote student development
5. Consider instructional methods and materials, student interests, and vocational needs when planning interventions.
6. Use methods designed to enhance development of critical thinking, problem solving, and performance skills.
7. Monitor and adjust interventions in response to new information.
8. Identify and use community resources to enhance student learning and vocational alternatives.
9. Utilize current scholarship in their assessment and intervention efforts to promote learning and academic development

10. Help students to develop and evaluate effective learning techniques (e.g., study skills, self-monitoring, planning/organization, and time management) that enable them to become more efficient learners.

11. Collaborate with school personnel to develop appropriate academic goals and interventions for low achieving students

Standard 1.2 Social and Adaptive Skill Development

School psychologists are expected to display knowledge of theory and research on the development of social and other adaptive life skills. In addition, they are expected to be able to apply this knowledge in various ways to help enhance social and adaptive skill development in children and youth. School psychologist, working collaboratively with others, consider students' strengths, weaknesses, needs, and resources in developing, implementing, and evaluating social and adaptive skill interventions for them. Programs may emphasize behavioral, affective, adaptive, social, and/or vocational goals.

Knowledge Indicators : School psychologists ...

1. Display knowledge of behavioral, social, affective, and adaptive skills development.
2. Display knowledge of vocational goals and planning as part of the developmental process.
3. Display knowledge of the principles of behavior change within the behavioral, social, affective and adaptive domains.
4. Display knowledge of direct and indirect intervention strategies to promote social and adaptive skill development appropriate for students from diverse backgrounds and experiences
5. Display knowledge of consultation, behavior management, and counseling strategies that enhance student behavior.
6. Display knowledge of methods that promote classroom management.
7. Display knowledge of methods used to assess social adaptive skills as well as vocational aptitudes and interests.
8. Display knowledge of how language, communication, and behavior can affect the socialization process.
9. Display knowledge of the characteristics and effects of the culture and environment on students and families.

Performance Indicators : School psychologists ...

1. Apply principles of behavior change through the provision of consultation, assessment, intervention, and counseling services designed to enhance student behavior
2. Evaluate individual and group characteristics prior to designing developmentally appropriate interventions intended to promote students' social, emotional, adaptive, and physical development
3. Develop methodologies that assist teachers and families in enhancing students' social behaviors
4. Provide leadership in creating environments for students that promote respect and dignity, foster the expression of social behaviors, and reduce alienation

5. Assist teachers, families, and others in helping students become responsible for their own behaviors
6. Utilize current scholarship in their assessment and intervention efforts to promote social and adaptive skill development
7. Assist in the development and implementation of classroom management strategies
8. Assist in the development and implementation of programs to facilitate successful transitions of students from one environment to another (e.g. program to program, early childhood to school, school to work transitions)

Standard 1.3 – Individual Differences

School psychologists are expected to display knowledge of theory and research on individual differences together with the potential influences of medical, genetic, racial-ethnic, social, cultural, religious, socioeconomic, gender, linguistic, experiential, and personal choices on development. School psychologists display this knowledge in their work associated with assessment and intervention, including an ability to work effectively with persons from diverse backgrounds.

Knowledge Indicators : School psychologists ...

1. Display knowledge of one's personal cultural perspectives and biases and their impact on interactions with others.
2. Display knowledge of racial-ethnic, social, cultural, religious, socioeconomic, gender, and linguistic diversity.
3. Display knowledge of various family systems and how they may affect student development
4. Display knowledge of how an individual's medical, genetic, racial-ethnic, social, cultural, religious, socioeconomic, gender, experiential, and personal choices may impact student development
5. Display knowledge of cultural differences in methods used to attain academic, social, and behavioral goals
6. Display knowledge of the impact of bias and stereotyping in educational and community settings
7. Display knowledge of methods that minimize bias
8. Display knowledge of methods to assess and enhance educational, psychological, social, and vocational needs of students with disabilities.
9. Display knowledge of methods to assess and enhance educational, psychological, social, and vocational needs of gifted, creative, and talented students

Performance Indicators : School psychologists ...

1. Recognize in oneself and others possible biases associated with race, religion, culture, social class, gender or other demographic qualities that may affect one's work (e.g., assessment, decision-making, instruction, behavior, and expected student outcomes)
2. Demonstrate abilities and skills needed to work with families, students, and staff with diverse characteristics

3. Promote practices that help students and families of all backgrounds feel welcome and respected in the schools and community.
4. Assist with acknowledging, supporting, and integrating students who display special needs into typical instructional programs and settings
5. Help promote a learning community in which individual differences are acknowledged and individual needs met
6. Help develop and implement strategies to promote understanding of and removal of barriers to the attainment of important educational and other developmental outcomes.
7. Assist in integrating students who differ by racial-ethnic, religious, cultural, and social characteristics.
8. Consider the relevance of a student's medical, genetic, racial-ethnic, social, cultural, religious, socioeconomic, gender, linguistic, and experiential qualities together with personal choices when conducting an evaluation or planning interventions
9. Design assessments and intervention strategies in light of a student's, gender, culture, stages of development, learning styles, exceptionalities, strengths, and needs.
10. Consider students' primary and secondary language abilities and their effects on school performance
11. Identify when and how to screen and make referrals to obtain additional support services and other resources students need
12. Participate in continuing education activities that promote further understanding of individual differences

Standard 1.4 - Prevention, Crisis Intervention, and Mental Health Promotion

School psychologists are expected to display knowledge of theory and research on normal and abnormal mental, social, and emotional development, including conditions that promote, prevent, and help overcome child and adolescent psychopathology. School psychologists, working collaboratively with others, provide or contribute to prevention and intervention programs that promote students' mental and physical well being.

Knowledge Indicators : School psychologists ...

1. Display knowledge of normal child and adolescent development
2. Display knowledge of child and adolescent psychopathology and its influence on behavior.
3. Display knowledge of adverse medical (e.g., lead paint, eating disorders, teenage pregnancy, and AIDS prevention), social, community, family and other environmental influences on behavior.
4. Display knowledge of conditions that give rise to crises in schools and communities, how they affect student behavior, and how crises may be prevented
5. Display knowledge of effective strategies that prevent mental illness and promote well-being

6. Displays knowledge of prevailing conditions that contribute to mental illness in children and adolescents together with methods to prevent mental illness
7. Display knowledge of resources to address various mental and physical health problems
8. Display knowledge of how to access and make appropriate referrals for services provided by school, community, governmental, and other agencies.
9. Display knowledge of possible effects of medications on student's psychological, educational, physical, social, and emotional behaviors.

Performance Indicators : School psychologists ...

1. Identify and recognize behaviors and other conditions that are precursors to academic, behavioral, and personal difficulties (e.g., conduct disorders, drug and alcohol abuse)
2. Develop, implement, and evaluate screening programs intended to identify students with mental health needs
3. Collaborate with school personnel, family members, and community personnel to establish and implement programs that help address psychological and social problems that arise in the aftermath of crises (e.g., death, natural disasters, bombs or bomb threats, violence, and sexual harassment)
4. Promote mental health services provided through schools and other agencies
5. Assist in the development and implementation of prevention programs that address chronic health issues (e.g., eating disorders, overweight, teenage pregnancy, AIDS prevention, and stress management)
6. Facilitate environmental changes that support health and adjustment
7. Participate in the delivery of mental health services through direct (e.g., group and individual counseling) or indirect (e.g., consultation) services
8. Inform students, their families, educators, and others of school, community, and other needed and available mental health resources
9. Displays knowledge of the possible impact of social and cultural diversity in the development and implementation of prevention, crisis intervention, and mental health programs.

Goal 2 - Professional Practice Preparation

School psychology programs rely on theory and research together with practical and internship experiences to promote the acquisition of various assessment and intervention methods (Oakland and Cunningham, 1997; Cunningham and Oakland, 1998). Assessment methods that provide information on children's cognitive, academic, and affective qualities are most important. Knowledge of interventions that rely on behavioral, educational, affective, social, and consultation methods are most important. The prevention of problems and promotion of health form core activities of school psychologists.

Standard 2.1 - School and Systems Organization, Policy Development and Implementation

The school psychologists are expected to display knowledge of schools and other settings as social and administrative systems and to work with individuals and groups to facilitate policies and practices that create and maintain safe, caring, and supportive learning environments for children and others.

Knowledge Indicators: School psychologists ...

1. Display knowledge of the organization and operation of school systems.
2. Display knowledge of methods that develop and sustain school and educational policies at the local, regional, and national levels
3. Display knowledge of the impact of school and public policy on schools, communities, and ecosystems.
4. Display knowledge of qualities that contribute to safe, caring and supportive school and home environments.

Performances Indicators : The school psychologist ...

1. Assist schools and other agencies in designing, implementing and evaluating policies and practices that govern the delivery of educational and psychological services to children and their families
2. Assist in the development and evaluation of school and community policies, procedures, and practices designed to promote academic development, social and emotional well-being, and safe environments
3. Assist parents and other adult caregivers with the development and implementation of behavior change programs in the home in order to facilitate the learning and development of their children.
4. Participate in system-wide decision-making that promotes effective services for students and their families/guardians.
5. Support the development of systems change.
6. Utilize principles of generalization and transfer of training in the development of interventions.
7. Work to increase the number and availability of needed psychological resources, including additional school psychologists employed by the school district
8. Assists schools in identifying resources needed for students to succeed in an educational environment.

Standard 2.2 – Home-School-Community Collaboration

School psychologists are expected to display knowledge of the influences of various family conditions on student development as well as methods to enhance family involvement in promoting students' academic and psychological development. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive coordinated services to children and families.

Knowledge Indicators: School psychologists ...

1. Display knowledge of how diverse family systems may affect a student's cognitive, motivational, social and academic functioning.
2. Display knowledge of the importance of family involvement in education.
3. Display knowledge of methods to promote collaboration and partnerships between families and educators intended to improve student's development and well-being
4. Display knowledge of the implications of cultural diversity on family, home, school and community collaborations.
5. Display knowledge of school and community resources and agencies available to students and families

Performances Indicators : School psychologists ...

1. Design, implement, monitor, and evaluate programs designed to promote school, family, and community partnerships to enhance students' development
2. Assist parents in becoming active and effective participants in school meetings and activities
3. Acquire information on parent's expectations and goals for their children
4. Educate school and community members regarding the importance of family involvement in school activities
5. Identify resources and create linkages between schools, families, and community agencies.
6. Works within the schools, families, and community to enhance relationships between home and school environments

Goal 3 – Professional Abilities Associated with Assessment and Interventions

School psychology programs rely on theory and research together with practica and internship experiences to promote the development of diagnostic and other decision-making skills important to the accurate description of behavior and other personal qualities (Oakland and Cunningham, 1997; Cunningham and Oakland, 1998). This includes the use of assessment techniques together with problem-solving and analytical skills. School psychology programs also promote the development of abilities and skills associated with the successful implementation of intervention efforts at the individual, group, and systems levels.

Standard 3.1 - Data Based Decision Making and Accountability

School psychologists are expected to displays data-based skills in using formal and informal assessment methods in their decision-making and accountability practices. They are knowledgeable of various models and methods of assessment that yield information useful in clarifying problems, identifying strengths and weaknesses as well as needs, and in measuring progress toward stated goals. School psychologists use data-based models and methods as part of a systematic process to collect and

evaluate information, translate information into defensible decisions that impact services, and evaluate the outcomes of services.

Knowledge Indicators: School psychologists ...

1. Display knowledge of effective, data-based decision-making and problem solving processes
2. Display knowledge of the purposes, characteristics, strengths and limitations of formal and informal models and methods of assessment for data collection (e.g., interviewing techniques, norm-referenced, curriculum based, authentic, portfolio, criterion-referenced, functional assessment, behavioral observation)
3. Display knowledge of assessment as a means of evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development
4. Display knowledge of psychometric theory, test development, and research as applied to data-based decision-making
5. Display knowledge of nondiscriminatory evaluation procedures
6. Display knowledge of the process of linking assessment results with the development of interventions
7. Display knowledge of formal and informal assessment techniques used to evaluate student's intellectual and academic abilities
8. Display knowledge of the importance of considering cultural, linguistic and other personal traits together with environmental opportunities when interpreting and using data
9. Display knowledge of the importance of collecting data on multiple student's traits displayed in various environments by using various assessment methods that rely on information from various credible sources
10. Display knowledge of how to modify intervention plans based on data
11. Display knowledge of the use of data in evaluating the integrity of intervention strategies
12. Display knowledge of the importance of program and system evaluation models and their relationship to the modification of programs at various levels (e.g., individual, classroom, grade level, school)
13. Display knowledge of the use of data in forming a diagnosis in light of laws and professional standards
14. Display knowledge of parental and student rights regarding assessment and evaluation
15. Display knowledge of the principles and importance of professional accountability for confidentiality and record keeping

Performances Indicators : School psychologists ...

1. Consider and when suitable utilize information from scholarly sources in psychology and education (e.g., curriculum and instruction) as well as on individual difference when making data-based decisions
2. Collect and utilize data, including assessment results, to identify student strengths and weaknesses, establish goals, align and modify curriculum and instruction, identify needed support services, and design intervention strategies.
3. Use data to evaluate the outcomes of school psychology and other services and to facilitate accountability
4. Acquire knowledge of multiple qualities displayed in various environments by using various assessment methods that rely on information from various credible sources
5. Apply knowledge of psychometric theory when analyzing data
6. Use evaluation techniques that measure student's academic progress.
7. Use nondiscriminatory evaluation procedures
8. Consider developmental factors in the collection and analysis of data
9. Use formal and informal assessment procedures to evaluate student qualities that influence learning
10. Consider the assets and limitations of using tests developed elsewhere and adapted for use in one's country
11. Use recently standardized tests and other assessment methods to assess aptitudes, academic attainment, social, emotional, adaptive skills, vocational interests, and other school-related qualities
12. Prepare clearly written reports that appropriately address referral questions, accurately reflect the data, and provide guidance for interventions
13. Communicate test results in a manner that is understandable to intended audiences
14. Link assessment information to the development of strategies that address individual student behavioral, affective, adaptive, social, and vocational development.
15. Assist school and other agency administrators with the interpretation and use of data to improve classroom, building and system-level programs
16. Provide services in accord with legal, regulatory, and ethical parameters in data-based decision-making and record keeping
17. Assist in assessing school readiness
18. Support efforts that lead to the availability of additional standardized tests
19. Maintains useful and accurate records and communicates information responsibly families/guardians, students, colleagues and community as appropriate.
20. Evaluates individual qualities in an attempt to design interventions consistent with a student's developmental levels and needs
21. Use assessment techniques to measure progress toward goals, to evaluate outcomes of intervention strategies, and to make revisions as necessary.

Standard 3.2 - Technology

School psychologists are expected to display knowledge of relevant information sources and technology and to access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of school psychology services.

Knowledge Indicators: School psychologists ...

1. Display knowledge of how to review, evaluate and use technology for educational purposes
2. Display knowledge of technology important to professional practice
3. Display knowledge of methods to access information sources
4. Display knowledge of technological tools for accessing, managing, and disseminating information to enhance the consultation process
5. Display knowledge of technological methods and applications for research and evaluation (e.g., statistical and behavior monitoring software programs).
6. Display knowledge of ethical issues and social implications of using technology
7. Display knowledge of the strengths and limitations of professional computer software (e.g., test scoring, interpretive and psychological report writing programs, behavior analysis programs).

Performances Indicators : School psychologists ...

1. Practice ethical, legal, and socially responsible behavior when using technology and computer software.
2. Adhere to copyright laws governing access to and use of information from various technologies, including books, tests, and software
3. Use technology (e.g., CD/DVD ROM, the World Wide Web, e-mail, interactive video, distance learning) to acquire information, current research findings, and continuing professional development.
4. Use current technology resources when designing, implementing, and evaluating programs and interventions for children.
5. Use technology-based productivity tools (e.g., word processing, database, spreadsheets, test scoring programs) to help promote effective and efficient services.
6. Use appropriate terminology related to computers and technology in written and oral communications.
7. Demonstrate awareness of resources for adaptive and assistive devices for students with special needs.
8. Use technology in communicating, collaborating, conducting research, evaluating programs, and maintaining professional accountability.
9. Utilize technological resources to access, manage, and disseminate information to enhance the consultation process.

Goal 4 - Interpersonal Skills

School psychology programs rely on theory and research together with practica and internship experiences to promote sensitivity to school, family, and other contextual settings that influence growth and development (Oakland and Cunningham, 1997; Cunningham and Oakland, 1998). The programs also promote the abilities, skills, and attitudes needed to work effectively in various contexts and with both professionals and the public. Therefore, the promotion of leadership, collaboration, and other interpersonal skills needed for this work forms a special focus of their preparation.

Standard 4.1 - Consultation and Collaboration

School psychologists are expected to display knowledge and suitable applications of behavioral, mental health, collaborative, and other consultation models. School psychologists collaborate with others during assessing, planning, and decision-making processes at the individual, group, and systems level.

Knowledge Indicators: School psychologists

1. Display knowledge of collaborative and consultation models and methods (e.g., behavioral, mental health, instructional)
2. Displays knowledge of the impact of communication skills on collaboration and consultation practices
3. Display knowledge of the importance of interpersonal skills during the consultation process.
4. Display knowledge of schools as organizations within the larger (e.g., community) context
5. Display knowledge of skills necessary to facilitate communication with students
6. Display knowledge of skills necessary to facilitate communication among school personnel, families, community professionals, and others
7. Display knowledge of the important features of collaboration when working with individuals from diverse cultural and racial-ethnic backgrounds

Performances Indicators : School psychologists ...

1. Use consultation and collaboration skills to promote change at various levels (e.g., an individual, classroom, building, district, and/or other agency)
2. Use consultation and collaboration to facilitate the development of positive school climates
3. Use consultation and collaboration skills to enhance student learning.
4. Use consultation and collaboration skills to show respect for those with whom they work
5. Display positive interpersonal skills and patience in difficult situations by practicing active listening, conflict resolution, and group facilitation skills.
6. Use collaboration skills with individuals from diverse cultural and racial-ethnic backgrounds
7. Communicate clearly with diverse audiences (e.g., parents, teachers, policy makers, community leaders, and colleagues)

8. Use various communication modes (e.g., written, verbal, nonverbal, visual, technological) to communicate with a diverse constituency.

Goal 5 - Research Methods and Statistical Skills

School psychology programs rely on theory and research together with practice and internship experiences to promote understanding and use of research and evaluation methods important to quantitative and qualitative research and evaluation activities development (Oakland and Cunningham, 1997; Cunningham and Oakland, 1998). School psychologists are expected to be reflective consumers of and contributors to professional scholarship.

Standard 5.1- Research and Program Evaluation

School psychologist are expected to display knowledge of research designs, statistics, and evaluation methods as well as to evaluate research and to translates research into practice. Their knowledge is sufficient to plan and conduct research and program evaluations.

Knowledge Indicators: School psychologists ...

1. Display knowledge of research designs for group and single
2. Display knowledge of concepts of internal and external validity of research designs and methods.
3. Display knowledge of research and statistics to evaluate published research.
4. Display knowledge of evaluation models and techniques.
5. Display knowledge of measurement principles and standards when selecting and using assessment techniques.
6. Display knowledge of scholarship when designing educational, mental health, and treatment programs for students.
7. Display knowledge of quantitative and qualitative data analysis methods, their strengths and limitations.

Performances Indicators : School psychologists ...

1. Engage in research and evaluation studies that address issues important to school psychology and education.
2. Apply knowledge of research, statistics, and evaluation techniques when conducting research and program evaluations.
3. Evaluate psychometric properties when selecting assessment methods.
4. Apply knowledge from scholarly sources to help guide program development and evaluation.
5. Provide information about relevant research findings to school personnel, parents, the public, and the profession

Goal 6 - Knowledge of History, Ethics, Professional Values.

School psychology programs promote knowledge, attitudes, and behaviors important to professional standards, ethical principles and values, and laws. The basic values of school psychologists are represented in its history together with ethical standards governing research and

practice. These sources, together with the legal bases for service, are instrumental in the socialization of school psychologists. The ISPA Code of Ethics (Oakland, Goldman & Bischoff, 1997) together with other nationally approved codes of ethics can serve as guides for this purpose.

Standard 6.1 - School Psychology Practice and Development

School psychologists are expected to display knowledge of the history and foundations of psychology as well as the specialty of school psychology together with ethical and other professional and legal standards governing their services. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession through membership and leadership, have the knowledge and skills needed as a basis for career-long professional development, and engage in continued professional development.

Knowledge Indicators: School psychologists ...

1. Display knowledge of professional, ethical, and legal standards governing services
2. Displays knowledge of the implications of federal, regional, state, and local laws on psychological and educational services for students.
3. Display knowledge of the history of psychology and school psychology
4. Display knowledge of how the practice of school psychology may affect students and families
5. Display knowledge of the importance of continued professional development
6. Display knowledge of the importance of an active involvement and participation in professional organizations at the local, regional, national, and international (e.g., International School Psychology Association) levels.

Performances Indicators : School psychologists...

1. Practice in accord with codes of ethics from ISPA or other authoritative sources
2. Provide school psychological services (e.g., assessments, consultation, intervention, and research) consistent with prevailing legal and professional standards
3. Practice in accord with legal standards when they are in conflict with ethical or professional standards
4. Become certified or licensed to practice and meet standards that insure their continued certification or license eligibility
5. Comply with legal requirements for professional practice
6. Respect the rights and welfare of those with whom they work
7. Support public policies and practices that enhance school- and community-based educational and mental health services for children
8. Participate in continuing professional development.
9. Assist in the continuing professional development of colleagues
10. Hold membership in school psychology professional associations and, whenever possible, seek leadership positions in them

Appendix 3.3. Questionnaire, attachment 3: Comparison ISPA training standards with EFPA/draft European Diploma

Goal 1 – To Acquire Core Knowledge in Psychology and Education

Standard 1.1 - Learning and Instruction

** Learning: 1&2: explanatory theory/knowledge (general psychology, educational psychology);*

** Instruction: not necessarily included in 1&2*

Standard 1.2 Social and Adaptive Skill Development

** 1&2: explanatory theories/knowledge (developmental psychology, educational psychology) and explanatory theories/skills as well as technological theories*

Standard 1.3 – Individual Differences

** 1&2: Knowledge, explanatory theories/knowledge (Personality -, social -, developmental -, educational psychology)*

Standard 1.4 - Prevention, Crisis Intervention, and Mental Health Promotion

** 1: explanatory theory/knowledge (psychopathology, developmental psychology)*

Goal 2 - Professional Practice Preparation

** 1&2: explanatory theories/skills : assessment, intervention, 2: academic and general professional skills*

Standard 2.1 - School and Systems Organization, Policy Development and Implementation

** not explicitly included*

Standard 2.2 – Home-School-Community Collaboration

** 1&2: explanatory theories/knowledge and skills (developmental/educational psychology), academic and professional skills, internship*

Goal 3 – Professional Abilities Associated with Assessment and Interventions

* 1&2: explanatory theories/skills, academic and professional skills; 3: supervised practice

Standard 3.1 - Data Based Decision Making and Accountability

* 1&2: *technological theories and methodology/knowledge and skills; academic and general professional skills*

Standard 3.2 - Technology

* *not mentioned in the same sense*

Goal 4 - Interpersonal Skills

* 2: academic and general professional skills

Standard 4.1 - Consultation and Collaboration

* 2: *technological theories: skills/intervention, academic and general professional skills*

Goal 5 - Research Methods and Statistical Skills

* 1&2: technological theories and methodology/ knowledge and skills

Standard 5.1 - Research and Program Evaluation

* research: 1&2: technological theories and methodology/ knowledge and skills

* *program evaluation: not specifically mentioned*

Goal 6 - Knowledge of History, Ethics, Professional Values

* 1&2: explanatory theories,/knowledge; academic skills

Standard 6.1 - School Psychology Practice and Development

* 1&2: explanatory theories,/knowledge; academic skills; 3: supervised practice

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