



University of California, Santa Barbara Program Learning Outcomes

MEd in Counseling, Clinical, and School Psychology

Students graduating with a MEd in Counseling, Clinical, and School Psychology should be able to:

Data-Based Decision Making and Accountability

- Articulate varied models of assessment and select from methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.
- Understand their role as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs.

Consultation and Collaboration

- Articulate models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.
- Contribute as part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, demonstrate skills to consult, collaborate, and communicate effectively with others.

Interventions and Instructional Support to Develop Academic Skills

- Articulate biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.
- In collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support cognitive and academic skills.

Interventions and Mental Health Services to Develop Social and Life Skills

- Articulate biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.
- Demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support socialization, learning, and mental health.

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University of California, Santa Barbara Program Learning Outcomes, continued

School-Wide Practices to Promote Learning

- Articulate school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.
- Demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others.

Preventive and Responsive Services

- Articulate principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multilevel prevention, and evidence-based strategies for effective crisis response.
- Demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.

Family–School Collaboration Services

- Articulate principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools.
- Demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.

Diversity in Development and Learning

- Articulate individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.
- Demonstrate skills to provide effective professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations for all aspects of service delivery.

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Research and Program Evaluation

- Articulate research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.
- Demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Legal, Ethical, and Professional Practice

- Articulate the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.
- Demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.