

TRAINING SCHOOL PSYCHOLOGISTS: THE PRACTITIONER-SCHOLAR-SCIENTIST APPROACH

INSTRUIREA PSIHOLOGILOR ȘCOLARI: ABORDAREA PRACTICIAN – DISCIPOL – SAVANT

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Abstract

In this paper, the varied models of training in the United States in the field of school psychology will be presented. How these models have been impacted by societal needs and educational and legal mandates will be addressed along with the focus of the training being developed to meet the emerging needs of the profession. A specific training model employed at St. John's University, the practitioner-scholar-scientist, will be examined and a discussion of the particular aspects of this program as it relates to the expected practice of school psychologists will be offered.

Keywords: instruction models, school psychologists, practitioner-scholar-scientist approach

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