Training in Pediatric School Psychology: A Model for Interdisciplinary Collaboration


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Table 1

<table>
<thead>
<tr>
<th>Training Elements</th>
<th>Didactic Instruction</th>
<th>Field-based Experience</th>
<th>Supervision</th>
<th>Research</th>
</tr>
</thead>
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<td>40%</td>
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</table>

Challenges for Pediatric School Psychology Training

- Educators, psychologists, and medical professionals have different goals, language and approaches to working with children and families (Perrin, 1999).
- Health reimbursement systems may not support many of the activities outlined as best practices by the NIMH, APA, and NASP training guidelines (Power, DuPaul et al., 2003).
- The interdisciplinary training process covers a three-year span. See Table 2 for a description of the training elements and the following pie charts for time allocated to didactic instruction, field-based instruction, supervision, and research during each year of training.

Research/Future Directions

- Program evaluation research needs to investigate the outcomes (e.g., knowledge and skill level, future employment) of this specialized interdisciplinary training model.
- Research needs to evaluate the effectiveness and social validity of interdisciplinary CBC to address the needs of children and to strengthen partnerships across family, school, and medical settings.

Identification of the role of specialized school psychologists in addressing cross-cutting issues across multiple systems (i.e., school reintegration, adherence to treatment programs, pharmacological management) is necessary.