1. Differentiate between School Psychology and Educational Psychology. Discuss the goals and objectives of School Psychology.

**Ans:** School and educational psychology, if you’ll think of it, seem to have no difference at all. Since school and education are two synonymous words, we can’t help but think what made the two subtypes of psychology different.

Psychology is the study of behavior. School psychology and educational psychology are both fields under psychology. So what are the differences? Educational psychology deals with the psychology of educating humans, how educational teaching and materials affect humans, evaluation of methods of teaching and these teaching materials, and school organization effectiveness. School psychology, on the other hand, deals with the treatment of learning dilemmas of children and adolescents. They are also responsible in diagnosing such conditions present in them. The history of educational psychology dates back a thousand years ago when educational philosophers began to criticize the method of teaching among others. These philosophers are Comenius, Vives, Quintilian and Democritus while school psychology began during the 17th and 21st centuries. Their curiosity on studying childhood learning and behavioral problems led to this type of psychology. Important personalities behind school psychology are: Lightner Witmer, Granville Stanley Hall, and Arnold Gesell.

In educational psychology, research methods are utilized to correlate findings and to solve problems. They either used quantitative or qualitative methods. In quantitative methods, computations and numbers are usually employed in the gathered data. In the qualitative method, it’s more in the use of words through descriptions of “these” and “those.” In school psychology, they usually apply the principles of educational and clinical psychology to carry out their duties and responsibilities.

In order to become an educational psychologist (with an average income of $58,000 USD) one must take up a degree in educational psychology. On the other hand, for an individual to become a school psychologist (with an average income of $58,000 USD for 6 months’ contract), one may obtain a bachelor’s degree in psychology and then take up a Master’s and Ph.D. Though not all school psychologists are working in schools, some are working in universities, clinics, forensic hubs, hospitals, etc. while some work as independent contractors.

**Summary:**
1. Educational psychology deals primarily with teaching methods, educational materials, its effect on children and adolescents, and the evaluation of these while school psychology involves diagnosis and treatment of certain childhood behavioral, developmental, and learning problems.
2. Educational psychology dates back a thousand years ago while school psychology emerged during the 17th and 21st centuries.
3. For one to become an educational psychologist, one must have a degree in educational psychology while a school psychologist must obtain a degree in psychology and the required completion of training and internship. The School Psychology faculty accept two broad aims of school psychological practice: (1) improving student competence and (2) building the capacity of systems to address the needs of children and youth. To this end, the program draws on competencies outlined by the American Psychological Association (APA) and further informed by guiding principles in school psychology (Guseldyke et al., 2006). Accordingly, all program graduates are expected to develop the following competencies as part of their training for practice of school psychology and health service psychology under APA’s Standards of Accreditation, delineated in 9 goal areas:

**1. Research**
- Demonstrate the substantially independent ability to formulate research or other scholarly activities (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Conduct research or other scholarly activities.
- Critically evaluate and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

**2. Ethical and legal standards**
- Be knowledgeable of and act in accordance with each of the following:
  - the current version of the APA Ethical Principles of Psychologists and Code of Conduct;
  - relevant laws, regulations, rules, and policies governing health service psychology at the organizational, local, state, regional, and federal levels; and
  - relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct self in an ethical manner in all professional activities.

**3. Individual and cultural diversity**
- Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves;
- Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities including research, training, supervision/consultation, and service;
- Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities). This includes the ability to apply a framework for working effectively with areas of individual and cultural diversity not previously encountered over the course of their careers. Also included is the ability to work effectively with individuals whose group membership, demographic characteristics, or worldviews create conflict with their own.