APPENDIX 8 ALLOCATION OF THE QUALIFICATION OBJECTIVES IN THE Msc PROGRAM IN SCHOOL PSYCHOLOGY UNIVERSITY TÜBINGEN[1] TO COMPETENCE CLASSES

Since this study assumed that each competence category was based on knowledge, skills/abilities, and attitude, the knowledge category = red, the skills category = blue, and the attitude category = green:

Professional Competence PC	Methodological Competence MC	Social Competence SC	Personal Competence PERC
SP have an in-depth understanding of central topics, areas of responsibility and research methods in the application context of school psychology	SP have the ability to work independently on scientific issues and to transfer this knowledge to practical concepts	SP know the challenges of communicating with the public in a school psychology context.	SP integrate research ethics knowledge into their profession and act accordingly.
SP know the professional profile of a school psychologist and identify his or her areas of responsibility.	SP can help to shape diagnosis, goal clarification and change processes in the context of schools	SP are familiar with the challenges of communicating with those seeking advice and those commissioning it, especially when clarifying the assignment, collecting data, reporting results, and interpreting results	SP critically reflect on professional ethical principles of the profession of school psychology.
SP have the knowledge of diagnostic processes in counselling and propaedeutics (hypothesis generation, test diagnostics, anamnesis, etc.).	SP acquire in-depth knowledge and application competence of scientifically based working methods in clinical-psychological casework in childhood and adolescence.	SP can communicate with laypersons in the field of educational science (data generation and analysis by means of common statistical evaluation programs, communication of research results, preparation and implementation of advanced training courses and trainings)	
SP know aspects of school research in psychology, educational science and sociology and are able to reproduce them.	SP know how diagnostic procedures are assessed, compared, selected, evaluated and carried out and, based on this, are able to prepare a psychodiagnostic report themselves in a professional manner.	SP communicate a scientifically correct and generally understandable result feedback of their studies	.
SP understand the interdisciplinary	SP have competences in the selection of	SP know the ethical principles in dealing with	

disposition of school psychology.	appropriate procedures, taking into account the strengths and limitations of their informative value	those seeking advice and those commissioning advice as well as scientific ethics	
SP know possibilities of intervention and prevention as well as political issues in the educational context	SP have experience in applying knowledge from psychology, empirical educational research, and educational psychology in school psychology practice		
SP have an overview of topics and history of empirical educational research and educational psychology	SP can work independently on scientific questions		
SP have knowledge of central constructs and problems of empirical educational research and educational psychology.	SP apply supervision techniques independently		
SP can critically reflect on theoretical approaches and research methodological approaches	SP will be able to conduct case work in clinical psychology and integrate these concepts into professional practice or scholarly activity.		
SP have knowledge of the theoretical basis of psychological assessment in school psychology practice.	SP know the procedure in propaedeutic sessions and integrate this knowledge in counselling sessions		
SP know central tests and diagnostic procedures for performance and personality assessment as well as for selected focal points.	SP know practically relevant research questions that can be answered with the methods of empirical educational research or school psychology.		
SP have knowledge of intervention options, training, counselling, and treatment concepts, risk reduction, and prevention	SP can independently set up and implement research designs and present these results in a standards-compliant manner.		
SP know central and current issues as well as selected problems of related disciplines	SP can independently set up and implement research designs and present these results in accordance with standards		
SPs have an extended knowledge of theory, concepts and reflection and are thus specialized in areas of knowledge that are relevant for their planned professional practice in school psychology or research	SP have an overview of the quantitative methods of empirical educational research and educational psychology		
SP have an insight into the practical fields of activity of school psychology	SP can use quantitative methods of empirical educational research and educational psychology for		

	evaluation at all levels of the educational system (e.g., school, classroom, students)		
SP are able to classify current school psychological issues (e.g. bullying, school absenteeism, behavioral disorders, inclusion debate, etc.) in scientific theories.	SP have the competence to critically evaluate the validity and methodology of studies in empirical educational research and to plan and implement their own research projects appropriately.		
SP can conduct research at an appropriate level	SP have knowledge in applied data analysis, which is a prerequisite for working on own research questions		
SP know central and current issues as well as selected problems of related disciplines	SP independently conduct scientific studies to test a hypothesis		
SP have an extended knowledge of theory, concepts and reflection and are thus specialized in areas of knowledge that are relevant to their planned professional practice in school psychology or research	SP carry out the recruitment process of test persons, as well as data collection / processing and analysis		
SP can transfer their knowledge to practical concepts. SP can independently apply the acquired knowledge to a scientific problem in school psychology.	SP can translate research and practice-relevant questions into scientific research designs		
SP are able to develop concepts and discourses to answer school psychological questions (e.g. bullying issues, school absenteeism, behavioral disorders, inclusion debate, etc.)	SP can plan, conduct, present, discuss and evaluate a research process as well as critically interpret self-generated research results and assess their relevance for practice		
SP can use their skills and knowledge in school, extracurricular (child and adolescent psychiatry, educational and family counselling, etc.) and vocational areas.			
SP are able to acquire new knowledge and skills independently and to carry out largely self-directed and/or autonomous independent research or application-oriented projects			
Have the ability to work independently on scientific issues and apply this knowledge to practical concepts			
SP are aware of research ethical challenges (data			

protection, contact with people seeking advice, duty of confidentiality, etc.).			