



Department of Psychology, Counseling, and Special Education
PSY 506 Professional School Psychology
Fall 2014

Instructor: Dr. Sarah Conoyer

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Office Hours: Mondays, 3:00 – 5:30 pm (Commerce)

Wednesdays, 1:00 – 3:30 pm (MPLEX) or by appointment

Meeting Day: Wednesdays, 4:30-7:10 PM

Class Location: Metroplex

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2012). School psychology for the 21st century: Foundation and practices (2nd Ed.). New York, NY: Guilford Publications.

Jacobs, S., Decker, D. M., & Hartshorne, T. S. (2011). Ethics and Law for School Psychologists (6th Ed.). New York: Wiley.

Course Description

This course deals with pertinent issues in school psychology, such as ethics, emergent technologies, history and foundations of school psychology, legal issues professional issues and standards, alternative models for delivery of school psychological services, as well as roles and foundations of the school psychologist.

Course Objectives (Links to NASP Model 10 Domains of Practice)

2.3: Interventions & Instructional Support to Develop Academic Skills: *The student will gain knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidenced-based curricula and instructional strategies.*

2.5: School-Wide Practices to Promote Learning *The student will gain knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.*

2.6: Preventive and Responsive Services: *The student will gain knowledge of principles and research related to resilience and risk factors in learning & mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response.*

2.7: Family–School Collaboration Services: *The student will gain knowledge of 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.*

2.8: Diversity in Development and Learning *The student will gain knowledge of individual differences, abilities, disabilities, and other diverse student characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role difference; and evidence-based strategies to enhance services and address potential influences related to diversity.*

2.10: Legal, Ethical, and Professional Practice *The student will gain knowledge of 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.*

COURSE REQUIREMENTS

Class Format

The format of the class will be that of a seminar primarily involving discussions. Lectures will also be used to introduce new topics, to present background information, and to highlight important points in the readings. Putting one's thoughts into words and sharing them with others is an important means of refining one's ideas and developing one's understandings. Therefore, we will be using a variety of discussion formats to encourage honest and authentic participation, risk-taking, the critical examination of ideas, generation of questions, and creative thinking. Students are expected to read critically and be prepared to share their ideas about the content being presented and discussed.

Course Activities & Assignments

Weekly Discussion Questions (10 pts; 1 pt each week)

The goal of this assignment is to stop at regular intervals to think about what you are reading and how it is informing your developing understanding of the field. Each week you are required to ask two questions about the topic/readings. Each question should be posted on Ecollege 24 hours prior to the class.

School Psychologist (LSSP) Interview & Reflection (10 pts)

The goal of this assignment is obtain firsthand knowledge about the nature of a school psychologist's roles, functions, and professional practice. For this assignment you will interview a school psychologist and learn about their job responsibilities, challenges they face, the skills they employ and need, the clients they serve, and the nature of the settings in which they work. You are responsible for planning the interview and writing the questions.

You will then write a paper (**5-6 pages**) that discussing the following (a) your understanding and expectations of school psychologists roles prior to this experience, (b) the observations and/or information obtained from the interview, (c) your impressions and reactions, (d) the fit with your early vision for yourself as a school psychologist, and (e) In what ways if any did your understanding of the profession change. You will share your observations with the class.

RUBRIC	
Excellent (Scale 9-10)	Great analysis of and reflection on content covered in interview; Includes all 5 areas of reflection; Shows strong critical thinking; well written and organized; no or very few grammatical or spelling errors
Good/Acceptable (Scale 7-8)	Good some analysis of and reflection on content learned during interview; Includes 4 areas of reflection; Shows some elements of critical thinking, however not to great depth; clearly written and organized with few grammatical or spelling errors
Poor (Scale 6-5)	Exclusive focus on description of content covered in interview; Includes 3 or less areas of reflection; Shows little to no critical thinking, analysis or reflection; readable, but grammatical, spelling, or organizational problems detract from quality of the paper

Critical Issue in School Psychology Presentation (50 pts)

Each student will be required to do presentation of a current “hot topic” in school psychology or an area that has impacted the development of school psychological practice. Potential topics include, but are not limited to:

- a. Legal and ethical issues
- b. History and trends in school psychology practice
- c. Curriculum-based assessment
- d. Individual assessment of cognitive, affective, and achievement disorders
- e. Home-school collaboration
- f. Intervention procedures/models
- g. Consultation models
- h. Diagnostic/Classification systems (e.g. IDEA, DSM-IV vs DSM-V)
- i. Early childhood/preschool assessment
- j. Multicultural issues
- k. Organizations, journals, licensure, accreditation
- l. Public health psychology

Students will present their topic and lead a discussion relating to their chosen topic. Finally, you will be expected to provide your classmates with an annotated bibliography for two representative readings for your chosen topic. Presentations should be 30 minutes in length (20-25 minutes of lecture, 5-10 minutes of discussion). You will be asked to submit a presentation topic and draft outline by the 4th week of class.

RUBRIC	Excellent	Good/Acceptable	Weak
<p>Presentation (Scale = 20, 18, 16)</p>	<p>Well organized; Articulated key information so classmates understood relevant issues</p>	<p>Some organization; Provided most of the key information necessary to understand issues</p>	<p>Several organization problems made presentation hard to follow or understand; Poor articulation of many key components;</p>
<p>Class Discussion & Annotated Bibliography (Scale = 20, 18, 16)</p>	<p>High quality questions or activities to engage classmates; Annotated Bibliography for 2 readings</p>	<p>Proposed some questions or activities to engage classmates; Annotated Bibliography for 1 reading</p>	<p>Minimal attempt to actively engage classmates; No Annotated Bibliography</p>
<p>Content (Comprehensive and Current) (Scale = 5, 4, 3)</p>	<p>Comprehensive content coverage; Extensive and thorough review of current literature (primarily last 10 years or less) on concepts discussed</p>	<p>Fairly thorough coverage of the content; Some gaps in content coverage lead to less comprehensive discussion of the overall issues/concepts; Mainly recent literature cited</p>	<p>Weak coverage of the content; Major gaps in content coverage lead to dated and/or disjointed discussion of the overall issues and concepts</p>
<p>Organization (Structure and Clarity of Ideas) (Scale = 5, 4, 3)</p>	<p>Well organized throughout; Presentation flows well, connecting ideas with one another; Points and details are clearly articulated</p>	<p>Good overall organization though some disconnects between concepts, ideas, or issues; Points and details are fairly well articulated</p>	<p>Weak organization overall with numerous disconnects between concepts, ideas, or issues, making key points difficult to identify/understand</p>

Exam I (take-home) (20 pts)

The midterm exam will address content covered at the beginning of the semester and will consist of a series of multiple choice, short answer, and essay questions. It is an open book exam and open note; you may consult course materials and readings.

Exam II (take-home) (30 pts)

The final exam will consist of a series of multiple choice, short answer, and essay questions. It is an open book exam and open note; you may consult course materials and readings.

Participation (10 pts)

Thoughtful, critical analysis of course content and field experiences is essential to your development as a school psychologist. I want you to think deeply and critically about the ideas we will be addressing in this course and share them in class.

10 points	8-9 Points	5-7 Points	0-4 Points
Attends all classes* from start to finish; Strong idea generator and/or facilitator in class activities	Absent*, Late to, or Left Early from 1 class; Actively contributes to activities and group dynamics	Absent*, Late to, or Left Early from 2 classes; Often passive in class activities but makes some contributions	Absent*, Late to, or Left Early from more than 2 classes; Often not engaged in activities and/or distracts from group process

*Absences may be excused by the instructor in special circumstances. Excused absences should be minimized. An excessive number of excused absences could result in an incomplete grade for this class. Please be proactive in discussing “special circumstances” for excused absences with me. Do NOT assume that absences will be automatically excused. (See more information regarding attendance below).

Guidelines for Written Work

Papers should be typed and double-spaced, using APA style when citing sources within text as well as in preparing the reference list. Refer to the publication manual for specific guidelines

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.) Washington, D.C.: Author.

GRADING

Final grades will be calculated based on the total number of points obtained for the assignments.

<i>Assignment</i>	<i>Points Possible</i>
Discussion Questions (1 pts x 10)	10
School Psychologist (LSSP) Interview & Reflection	10
Critical Issue in School Psychology Presentation	50
Exam I (take-home)	20
Exam II (take-home)	30
Participation	10
<i>Total Points Possible</i>	130

Final grades will be assigned using the following grading scale:

Grades	A	=	90% and above
	B	=	80-89%
	C	=	70-79%
	D	=	60-69%
	F	=	< 60%

TECHNOLOGY REQUIREMENTS

The following information has been provided to assist you in preparing to use technology successfully in this course.

- Internet access/connection – high speed recommended (not dial-up)
- Word Processor (i.e. MS Word or Word Perfect)
- Additionally, the following hardware and software are necessary to use eCollege:

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services .

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <https://leo.tamuc.edu>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

COURSE AND UNIVERSITY PROCEDURES

Course Specific Procedures

Attendance, Tardiness, & Leaving Class Early

Students are expected to attend class as scheduled. Attendance is **mandatory** and excused absences may be allowed in extreme circumstances. However, the instructor will consider this on a case-by-case basis. If you do have to be absent from class due to extreme circumstances please be prepared to provide adequate documentation upon your return to class. In addition to attendance, being prompt for class is important. Students that are excessively late can be disruptive to the learning of other students. Please make an effort to be in class on time. Any student who is late 30 minutes or more will be counted as absent. You are more than welcomed to come to class if you are late but the same penalties for being absent will apply.

Finally, leaving class early can be a major distraction for the instructor and your classmates. If you have to leave early for class please inform the instructor at the start of class but this does not guarantee full credit for assignments to be done in class on that day. Also, leaving class early can have similar consequences as

coming to class late.

Professional Conduct

Students are expected to conduct themselves as mature and responsible adults while enrolled in this course. Be cognizant that side conversations in class can be distracting to the instructor and your classmates. Please show respect for others when they speak. Behavior meant to demean or belittle a class member will not be tolerated. Also, student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at TAMUC. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor will seek the assistance from the proper authorities (e.g. Chair of Psychology, Counseling, & Special Education, Dean's Office).

Finally, please turn off all phones or put them on silent. Laptops are permitted in class but should be used to enhance learning. Students should not use them for checking email or posting messages on Facebook, Twitter, or other social networks (the same with cell phones). If students are found to be using laptops or cell phones for purposes not related to class the instructor will ask the student to refrain from using their laptops/cell phones during class.

Class Participation

All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence in conducting cognitive assessments. In addition, students are expected to have all readings and activities required for the day's class to be completed prior to coming to class.

Leo Mail and eCollege

All Students should activate and regularly check their Leo Mail (e-mail account) and eCollege accounts associated with this class. All assignments will be turned in on eCollege (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/eCollege. I **WILL NOT** send communication about the class to personal email accounts. When emailing please put the Course Number in the Subject Line of the Email, for example ***PSY 506: Question about Midterm***

Late Assignments

Late assignments will **NOT** be accepted unless you have provided adequate documentation allowing your absence to be excused (doctor's note in case of illness or copy of a funeral program in case of a death of a loved one).

Academic Integrity

All students are expected to conform to the Texas A&M University-Commerce's Code of Student Conduct Procedures as it relates to academic integrity. This states in part that all instances of cheating, fabrication and plagiarism are prohibited and will be reported. Any student who assists in any form of dishonesty is equally as guilty as the student who accepts such assistance. Any work submitted to me with your name alone on it should represent your work alone. Even in the event you are assigned group projects each student is still expected to complete their own part of the assignment. To the extent that others contribute ideas, suggestions, they must be directly credited by name (and fully cited as appropriate). Disciplinary action will be taken against any student found in violation of the Code, which may include failure of the given assignment, failure in the course, and possible expulsion from the University.

University Procedures

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable

accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.

Non-smoking Policy

Procedure 34.05.99.R1 now prohibits the use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

Fall 2014 Course Schedule PSY 506 (Subject to Change)

Date & Topic	Readings	Assignments due
<p style="text-align: center;">August 27th</p> <p style="text-align: center;">Introduction</p>	<p>Merrell, Ervin, & Gimpel - Chapter 1 & 5</p> <p>APA. Public description of school psychology. (http://www.apa.org/ed/graduate/specialize/school.aspx)</p> <p>NASP. What is a school psychologist? (http://nasponline.org/about_sp/whatis.aspx)</p>	
<p style="text-align: center;">September 3rd</p> <p style="text-align: center;">Historical Context of School Psychology</p>	<p>Fagan, T.K., & Wise, P.S. (2007). Historical development of school psychology. In T.K. Fagan & P.S. Wise, <i>School Psychology: Past, Present, and Future</i> (pp. 25-70). Bethesda, MD.: NASP Publications.</p> <p>Fagan, T. K. (1993). Separate but equal: School psychology's search for organizational identity. <i>Journal of School Psychology</i>, 31, 3-90.</p>	
<p style="text-align: center;">September 10th</p> <p style="text-align: center;">Organizations and Historical Events Shaping the Credentialing of School Psychologists</p>	<p>Merrell, Ervin, & Gimpel - Chapter 4 & 5</p> <p>Fagan, T.K., Gorin, S., & Tharinger, D. (2000). The National Association of School Psychologists and the Division of School Psychology-APA: Now and Beyond. <i>School Psychology Review</i>, 29(4). 525-535.</p> <p>American Psychological Association (2011). Model Act for State Licensure of Psychologists. <i>American Psychologist</i>, 66(3), 214-226.</p> <p>NASP Model for Comprehensive and Integrated School Psychological Services (2010)</p>	<p>Discussion Question #1</p>
<p style="text-align: center;">September 17th</p> <p style="text-align: center;">Past and current practices in school psychology</p>	<p>Merrell, Ervin, & Gimpel – Chapter 4</p> <p>Lambert, N.M. (1993). Historical perspective on school psychology as a scientist-practitioner specialization in school psychology. <i>Journal of School Psychology</i>, 31, 163-193.</p>	<p>Discussion Question #2</p> <p>Hot Topic Presentation Outline Due</p>

<p>September 24th</p> <p>The Changing Face of School Psychology & Diversity in School Psychology</p>	<p>Merrell, Ervin, & Gimpel – Chapter 3</p> <p>Curtis, M.J., Grier, E.C., & Hunley, S.A. (2003). The changing face of school psychology: Trends in data and projections for the future. <i>School Psychology Quarterly</i>, 18 (4), 409-430</p>	<p>Discussion Question #3</p>
<p><i>Midterm Exam Opens on ECollege Thursday, 9/25/14 at 8 am & is due Monday, 9/29/14 at 5pm</i></p>		
<p>October 1st</p> <p>Problem-Solving as Best Practice</p>	<p>Merrell, Ervin, & Gimpel - Chapter 7</p> <p>Ysseldyke, J., Burns, M., Dawson, P., Kelley, B., Morrison, D., Ortiz, S., Rosenfield, S., Telzrow, K. (2006). School psychology: A blueprint for training and practice III. Bethesda, Md: NASP. (http://www.nasponline.org/resources/blueprint)</p> <p>Reschly, D.J. (2008). School psychology paradigm shift and beyond. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology V (pp. 3-15). Bethesda, MD: NASP.</p> <p>NASP Model for Comprehensive and Integrated School Psychological Services (2010)</p>	<p>Discussion Question #4</p>
<p>October 8th</p> <p>Roles and functions of the school psychologist - Assessment</p>	<p>Merrell, Ervin, & Gimpel - Chapter 8</p> <p>Jacobs et al. Chapter 6</p>	<p>Discussion Question #5</p>
<p>October 15th</p> <p>Roles and functions of the school psychologist - Intervention</p>	<p>Merrell, Ervin, & Gimpel - Chapters 9 & 10</p> <p>Jacobs et al. Chapter 7</p>	<p>Discussion Question #6</p> <p>LSSP Interview Paper Due (Discuss in class)</p>

<p>October 22nd</p> <p>Roles and functions of the school psychologist - Systems Change</p>	<p>Merrell, Ervin, & Gimpel - Chapter 11</p> <p>Strein, W., Hoagwood, K., & Cohn, A. (2003). School psychology: II. A public health perspective: Prevention, populations, and systems change. <i>Journal of School Psychology</i>, 41 (1), 23-38.</p> <p>Curtis, M.J., Castillo, J.M., & Cohen, R.M. (2008). Best practices in system-level change. In A. Thomas and J. Grimes (Eds.), <i>Best Practices in school psychology V</i> (pp. 887-901). Bethesda, MD: National Association of School Psychologists</p>	<p>Discussion Question #7</p>
<p>October 29th</p> <p>Laws & Ethical-Ethical Considerations in School Psychology</p>	<p>Merrell, Ervin, & Gimpel – Chapter 6 (pp. 129-138)</p> <p>Jacob et al. Chapter 2 (pp. 1-26)</p> <p>APA. (2002). Ethical Principles. (Appendix B in Jacobs et al.)</p> <p>NASP. (2010). Principles of professional ethics. (Appendix A in Jacobs et al)</p>	<p>Discussion Question #8</p>
<p>November 5th</p> <p>Laws & Ethical-School Psychology & Law</p>	<p>Merrell, Ervin, & Gimpel – Chapter 6 (pp. 113-129)</p> <p>Jacob et al. Chapter 2 (pp. 79-138)</p>	<p>Discussion Question #9</p>
<p>November 12th</p> <p>Preventive and Responsive Services</p>	<p>Brock, S. E., Nickerson, A. B., Reeves, M. A., & Jimerson, S. R. (2008). Best practices for school psychologists as members of crisis teams: The PREPaRE model. In A. Thomas & J. Grimes (Eds.), <i>Best practices in school psychology</i> (5th ed.). Bethesda, MD: National Association of School Psychologists.</p> <p>Reeves, M.A., Brock, S.E., & Cowan, C.K. (2009). Managing school crises: More than just response. <i>Principal Leadership</i>. National Associations of Secondary School Principals</p>	<p>Discussion Question #10</p>
<p>November 19th</p> <p>The Future of School Psychology</p>	<p>Merrell, Ervin, & Gimpel – Chapter 13</p> <p>Student Presentations (if needed)</p>	

November 26th	No Class – Work on Presentations and Enjoy Thanksgiving!	
December 3rd Hot Topics in the Field of School Psychology	Student Presentations	
<i>Final Exam Opens Saturday, 12/6/14 at 8 am & is Due Tuesday, 12/9/14 at 5 pm</i>		