



Department of Psychology, Counseling, and Special Education
PSY 506 Professional School Psychology
Spring 2016

Instructor: Dr. Sarah Conoyer

Office Hours: *Mondays, 3:00 – 4:30 pm (MPLEX)*

Office Location: Henderson Hall 234 *Tuesdays, 2:00 – 5:30 pm (Commerce) or by appointment*

Office Phone: 903-468-3326

Meeting Day: *Mondays, 4:30 - 7:10 PM*

Email: Sarah.Conoyer@tamuc.edu

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)

Domain 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.*

Domain 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.*

Domain 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.*

Domain 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.*

Domain 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.*

Domain 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 in your Journal on Ecollege 24 hours prior to the class.

Professional Portfolio (20 pts total, 5 points each)

This course provides important opportunities for you to begin the development of your professional identity and comprehensive portfolio. Your competency in a variety of areas must eventually be thoroughly documented in your program-required, comprehensive exam portfolio. For the purposes of this class, you must develop a resume, a statement of professional goals/practice, and write **two** 1-page domain connection papers and identify the artifacts that demonstrates the competencies discussed. Each section required is outline and detailed below:

1) Resume

Students must complete a resume detailing your professional experiences thus far.

RUBRIC	
Excellent = 5	Includes all necessary experiential categories; Each experience is concisely described; Overall document is well organized and visually appealing; No grammatical or spelling errors
Good/ Acceptable = 4	Includes all necessary experiential categories; Each experience is described, however could be more detailed or more concise; Visual presentation is organized, yet not vivid or distinctive; Very few grammatical or spelling errors
Poor = 3	Experiential categories are missing; Too much or too little detail to describe experiences; Visual presentation is lacking; Several grammatical or spelling errors

2) Statement of Professional Practice

Developing a description of your role as a school psychologist is an important part of your professional development. In one page (single-spaced), your statement should present your views on the role of the School Psychologist, Ethical Commitments, and any other dimension of practice that is important for you (e.g., Commitment to Collaborative Functioning, View of Assessment, Multicultural Commitments, Connection between Research and Practice, etc.).

RUBRIC	
Excellent = 5	Includes at least 5 meaningful dimensions of practice; Excellent (detailed, yet concise) description of each dimension; No grammatical or spelling errors
Good/Acceptable = 4	Includes at least 5 meaningful dimensions of practice; Good description of each dimension; More detail or more precision would improve descriptions; Very few grammatical or spelling errors
Poor = 3	Includes 4 or less meaningful dimensions of practice; Minimal description of each dimension; Several grammatical or spelling errors

3) Portfolio Competencies (2 Domains)

For the purposes of this class, you must write two domain connection papers of your choice and identify the artifact (s) that demonstrates the competencies discussed. Please refer to the Program Portfolio guidelines available on Ecollge for required domains and formatting instructions.

RUBRIC	
Excellent = 5	Artifact identified provides high quality example of your competency in the particular domain; connection paper thoroughly describes how competency is evidenced in the artifact; well written and organized; no or very few grammatical or spelling errors
Good/ Acceptable = 4	Artifact identified provides good example of your competency in the particular domain; connection paper provides some description of how competency is evidenced in the artifact however additional explanation would enhance understanding; clearly written and organized with few grammatical or spelling errors
Poor = 3	Artifact identified is a weak example of your competency in a particular domain; connection paper provides little description of how competency is evidenced in the artifact; readable, but grammatical, spelling, or organizational problems detract from quality of the paper

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)

In groups of 2, students 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. Curriculum-based assessment
- c. Individual assessment of cognitive, affective, and achievement disorders
- d. Home-school collaboration
- e. Intervention procedures/models
- f. Consultation models
- g. Diagnostic/Classification systems (e.g. IDEA, DSM-IV vs DSM-V)
- h. Early childhood/preschool assessment
- i. Multicultural issues
- j. Organizations, journals, licensure, accreditation
- k. 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 25 minutes in length (15-20 minutes of lecture, 5-10 minutes of discussion). You will be asked to submit a presentation topic by the 4th week of class.

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

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
Professional Portfolio	20
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>	150

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 reframe 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.

Spring 2016 Course Schedule PSY 506 (Subject to Change)

Date & Topic	Readings	Assignments due	Class Activities
Week 1: January 25th Introduction	Merrell, Ervin, & Gimpel - Chapter 1 APA. Public description of school psychology. (http://www.apa.org/ed/graduate/specialize/school.aspx) NASP. What is a school psychologist? (http://nasponline.org/about_sp/whatis.aspx)		Sign Up for Presentations Dates
Week 2: February 1st Historical Context of School Psychology	Merrell, Ervin, & Gimpel - Chapter 2 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. Fagan, T. K. (1993). Separate but equal: School psychology's search for organizational identity. <i>Journal of School Psychology</i> , 31, 3-90.	Discussion Question #1	
Week 3: February 8th	No Class – NASP Convention		
Week 4: February 15th Organizations and Historical Events Shaping the Credentialing of School Psychologists	Merrell, Ervin, & Gimpel - Chapter 4 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. American Psychological Association (2011). Model Act for State Licensure of Psychologists. <i>American Psychologist</i> , 66(3), 214-226	Discussion Question #2	Hot Topic Due
Week 5: February 22 nd The Changing Face of School Psychology & Diversity in School Psychology	Merrell, Ervin, & Gimpel – Chapter 3 & 5 Castillo, J. M., Curtis, M. J., & Tan, S. Y. (2014). Personnel needs in school psychology: A 10-year follow up study on predicted personnel shortages. <i>Psychology In The Schools</i> , 51(8), 832-849.	Discussion Question #3	

Week 6: February 29th Practice and Problem Solving Models	Merrell, Ervin, & Gimpel - Chapter 7 NASP Model for Comprehensive and Integrated School Psychological Services (2010)	Discussion Question #4	Hot Topic Presentation
Week 7: March 7th	<i>No Class: Midterm Exam Opens on ECollege, Friday, March 4th at 8 am and is due Monday, March 7th at 11:59 pm</i>		
Week 8: March 14th	No Class – Spring Break		
Week 9: March 21st Roles and functions of the school psychologist - Assessment	Merrell, Ervin, & Gimpel - Chapter 8 Jacobs et al. Chapter 6	Discussion Question #5	Hot Topic Presentation
Week 10: March 28th Roles and functions of the school psychologist - Intervention	Merrell, Ervin, & Gimpel - Chapters 9 & 10 Jacobs et al. Chapter 7	LSSP Interview Paper Due	LSSP Interview Discussion
Week 11: April 4th Roles and functions of the school psychologist - Systems Change & Evaluation	Merrell, Ervin, & Gimpel - Chapter 11 & 12 Castillo, J.M., & Curtis, M.J., (2014). Best practices in system-level change. In P.L. Harrison and A. Thomas (Eds.), Best Practices in school psychology: System level services (pp. 11-28). Bethesda, MD: National Association of School Psychologists	Discussion Question #6	Hot Topic Presentation

<p>Week 14: April 25th</p> <p>Preventive and Responsive Services</p>	<p>Brock, S. E., Nickerson, A. B., & Reeves, M. A. (2014). Best practices in school crisis intervention. P.L. Harrison and A. Thomas (Eds.), Best Practices in school psychology: System level services Bethesda (pp. 211-230), MD: National Association of School Psychologists.</p> <p>Lieberman, R., Poland, S., & Kornfeld, C. (2014). Best practices in suicide prevention and intervention. P.L. Harrison and A. Thomas (Eds.), Best Practices in school psychology: System level services Bethesda (pp. 273-288), MD: National Association of School Psychologists.</p>	<p>Professional Portfolio Draft Due</p> <p>Discussion Question #7</p>	<p>Hot Topic Presentation</p>
<p>Week 12: April 11th</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>Hot Topic Presentation</p>
<p>Week 13: April 18th</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>Hot Topic Presentation</p>
<p>Week 15: May 2nd</p> <p>The Future of School Psychology</p>	<p>Merrell, Ervin, & Gimpel – Chapter 13</p>	<p>Discussion Question #10</p> <p>Professional Portfolio Due</p>	<p>Hot Topic Presentation</p>
<p><i>Final Exam Opens Monday, 5/2/14 at 8 pm & is Due Monday, 5/9/14 at 5 pm</i></p>			