



## **PSY 506 Professional School Psychology**

COURSE SYLLABUS: FALL 2018

**Instructor:** Dr. Erin Harper

**Office:** Henderson 235

**Office Hours:** Monday 5 pm - 7 pm (Commerce)  
Tuesday 2 pm – 4 pm (MPLX)  
or by appointment

**Telephone:** 903-886-5490

**Email:** erin.harper@tamuc.edu

**Class:** MPLX, 4:30 pm-7:10 pm

**Preferred Form of Communication:** Email

**Communication Response Time:** Usually within 24 hours, with the exception of weekends and holidays

### **ADA Statement**

#### **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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

## **COURSE INFORMATION**

### ***Materials – Textbooks, Readings, Supplementary Readings***

#### ***Textbook(s) Required***

Grapin, S. & Kranzler, J. H. (2018). School Psychology: Professional Issues and Practices  
New York, NY: Springer.

Jacobs, S., Decker, D. M., & Hartshorne, T. S. (2016). *Ethics and Law for School Psychologists* (7th Ed.). New York: Wiley.

Supplementary Readings will be outlined in the course calendar and will be provided on myLEOonline (D2L Brightspace).

### ***Course Description***

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

### **Links to NASP Model 10 Domains of Practice**

**Domain 1: Data-Based Decision Making and Accountability:** School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate direct interventions, psychological services, and programs.

**Domain 2: Consultation and Collaboration:** students will gain knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

**Domain 3: Interventions & Instructional Support to Develop Academic Skills:** students 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 4: Interventions and Mental Health Services to Develop Social and Life Skills-**School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health, behavioral and emotional impacts on learning and life skills, and evidence-based strategies to promote social–emotional functioning, and mental and behavioral health. School psychologists, in collaboration with others, demonstrate skills to use assessment and data collection methods and to implement and evaluate services that support socialization, learning, and mental and behavioral health.

**Domain 5: School-Wide Practices to Promote Learning:** students 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:** students 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,** students 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**, students 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**, students will gain knowledge of; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

### ***Student Learning Outcomes***

1. The student will develop a basic understanding of topics, history, and professional issues related to school psychology by be an active and engaged participant in discussions through analyzing and evaluating information presented within the textbook, external readings/resources, presentations, and class activities with the **Weekly Discussion Questions**.
2. The student will demonstrate knowledge of the core conditions roles and foundations of a school psychologist as well as technologies and professional standards through the **midterm and final exams, School Psychologist (LSSP) Interview & Reflection, and Critical Issues Presentation**.
3. The student will differentiate the various models for delivery of school psychological services through lecture, class discussions, and **midterm and final exams**.
4. The student will understand how to review ethical and legal issues that may arise during the practice of school psychology through class activities as well as **Weekly Discussion Questions and midterm and final exams**.
5. The student will utilize and synthesize information learned in the course to develop a personal model of school psychological services in the **Professional Portfolio**.

## **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** (20 pts; 2 pts 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 question should be posted in your Journal (Google Doc) on 24 hours prior to the class (that means by 5 pm Monday).**

### 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 artifacts (see program handbook for examples of acceptable artifacts) that demonstrate the competencies discussed. Each section required is outlined and detailed below:

#### 1) Resume

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

| <b>RUBRIC</b>              |   |
|----------------------------|---|
| 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/<br>Acceptable =<br>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.).

| <b>RUBRIC</b>       |  |
|---------------------|--|
| 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 myLEOonline (D2L Brightspace) for required domains and formatting instructions.

| <b>RUBRIC</b> |   |
|---------------|---|
| 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/<br>Acceptable =<br>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 (20 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 (**approximately 4 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.

| <b>RUBRIC</b>                  |   |
|--------------------------------|---|
| Excellent<br>(Scale 9-10)      | Detailed 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<br>(Scale 7-8) | Some analysis of and reflection on content learned during interview; Includes 4 areas of reflection; Shows some elements of critical thinking; clearly written and organized with few grammatical or spelling errors  |
| Poor<br>(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 Psychological Practice Presentation (100 pts)**

In groups of 2, students will be required to select a topic within a domain of practice, review relevant literature about the topic and present to the class how it relates to the practice of school psychology. The purpose of the presentation is to share the findings of a literature review with your peers. Using professional oral language skills as well as strategies to promote academic engagement, presentations should communicate the topic/purpose of the literature review, a summary of the findings, a synthesis of the literature and a conclusion focused on how the topic related to the practice of school psychology. Each presentation will be evaluated according to the Critical Issues Presentation Rubric.

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 (i.e. articles) for your chosen topic. Presentations should be 25-30 minutes in length (20-25 minutes of lecture, 5-10 minutes of discussion). **You will be asked to submit the presentation topic form (by the 3rd week of class (one per group)).** The presentation topic form as well as the rubric for this presentation is available at the end of the syllabus.

**Exam I (take-home)** (30 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 but not each other.

**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 but not each other.

**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* (6<sup>th</sup> ed.) Washington, D.C.: Author.

**GRADING**

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

| <b>Assignment</b>                                 | <b>Points Possible</b> |
|---|------------------------|
| Discussion Questions (2 pts x 10)                 | 20                     |
| Professional Portfolio                            | 20                     |
| School Psychologist (LSSP) Interview & Reflection | 20                     |
| Critical Issue in School Psychology Presentation  | 100                    |
| Exam I (take-home)                                | 30                     |
| Exam II (take-home)                               | 30                     |
| Attendance/Participation                          | 60                     |
| <b>Total Points Possible</b>                      | <b>280</b>             |

Final grades will be assigned using the following grading scale:

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

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**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. If you do not agree with their point of view, ask for clarification or offer alternative viewpoints. 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 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 and/or 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.

## **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

**Class Participation.** All students **MUST** actively participate in class discussions and class activities in order to fully gain knowledge and build competence. 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.

**E-mail and myLEOonline (D2L Brightspace).** All Students should activate and regularly check their Leo Mail and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through eCollge. I **WILL NOT** send communication about the class to personal email accounts.

**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). In the event your absence is excused, the missing assignment or exam must be completed **within 1 week** of your return to class or the student will receive a grade of 0.

**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 (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>). 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. In the event a student fails to abide by the rules set forth in the TAMUC policy, they will receive a grade of 0 on that assignment with no opportunity to make that grade up and the student will be reported to the appropriate university officials.

## **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

*The syllabus/schedule are subject to change.*



[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

**For Your Information:** 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.

**Drop Policy.** Students are responsible for officially dropping/withdrawing themselves from the course; failure to do so will result in a grade of “F”. Please refer to the academic calendar in order to be aware of drop dates. The instructor reserves the right to do an administrative drop in certain situations.

***Nondiscrimination Notice***

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

***Campus Concealed Carry Statement***

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## ***TECHNOLOGY REQUIREMENTS***

### **Browser support**

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### **Desktop Support**

| <b>Browser</b>                | <b>Supported Browser Version(s)</b> | <b>Maintenance Browser Version(s)</b> |
|-------------------------------|-------------------------------------|---------------------------------------|
| Microsoft® Edge               | Latest                              | N/A                                   |
| Microsoft® Internet Explorer® | N/A                                 | 11                                    |
| Mozilla® Firefox®             | Latest, ESR                         | N/A                                   |
| Google® Chrome™               | Latest                              | N/A                                   |
| Apple® Safari®                | Latest                              | N/A                                   |

*The syllabus/schedule are subject to change.*

## Tablet and Mobile Support

| Device   | Operating System | Browser                     | Supported Browser Version(s)  |
|----------|------------------|-----------------------------|---|
| Android™ | Android 4.4+     | Chrome                      | Latest  |
| Apple    | iOS®             | Safari,<br>Chrome           | The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.<br><br>Chrome: Latest version for the iOS browser. |
| Windows  | Windows 10       | Edge,<br>Chrome,<br>Firefox | Latest of all browsers, and Firefox ESR.  |

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.  
Pop-ups are allowed.

*The syllabus/schedule are subject to change.*

JavaScript is enabled.  
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ***ACCESS AND NAVIGATION***

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## ***COMMUNICATION AND SUPPORT***

### **Brightspace Support**

#### ***Need Help?***

#### **Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

#### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



## System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

## myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

## Learner Support

The [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/) was created to serve you by providing as many resources as possible in one location. <http://www.tamuc.edu/admissions/onestopshop/>

The [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/) provides academic resources to help you achieve academic success. <http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

# COMMUNICATION AND SUPPORT

## ***Interaction with Instructor Statement***

All Students should activate and regularly check their Leo Mail (e-mail account) and myLEOonline (D2L Brightspace) accounts associated with this class. All assignments will be turned in on myLEOonline (D2L Brightspace) (when applicable) unless otherwise instructed to do something differently by the instructor of this course. All class communication will be done through Leo Mail/myLEOonline (D2L Brightspace). 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 Assignment***. All emails will be returned in 24-48 hours unless I notify you otherwise

**COURSE OUTLINE / CALENDAR (subject to change)**

| Date                               | Topic   | Readings, etc.   | Assignment Due                | Class Activities |
|------------------------------------|---|--|-------------------------------|------------------|
| <p><b>Week 1</b></p> <p>Aug 28</p> | <p>Introduction &amp; Practice and Problem Solving Models</p>                               | <p>APA Public description of school psychology. <a href="http://www.apa.org/ed/graduate/specialize/school.aspx">http://www.apa.org/ed/graduate/specialize/school.aspx</a></p> <p>NASP What is a school psychologist? <a href="https://www.nasponline.org/about-school-psychology/who-are-school-psychologists">https://www.nasponline.org/about-school-psychology/who-are-school-psychologists</a></p> <p>NASP Model for Comprehensive and Integrated School Psychological Services (2010) <a href="https://www.nasponline.org/standards-and-certification/nasp-practice-model/about-the-nasp-practice-model">https://www.nasponline.org/standards-and-certification/nasp-practice-model/about-the-nasp-practice-model</a></p> <p>Video: <a href="https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-overview">https://www.nasponline.org/standards-and-certification/nasp-practice-model/nasp-practice-model-overview</a></p> |                               |                  |
| <p><b>Week 2</b></p> <p>Sept 4</p> | <p>Introduction to School Psychology, Historical Foundations</p>                            | <p>Grapin &amp; Kranzler – Chapters 1 and 2</p> <p>Fagan, T.K., &amp; Wise, P.S. (2007). Historical development of school psychology. In T.K. Fagan &amp; 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>Discussion Question #1</p> |                  |
| <p><b>Week 3</b></p>               | <p>Multicultural Foundations, The Changing Face of School Psychology &amp; Diversity in</p> | <p>Grapin &amp; Kranzler – Chapter 4</p> <p>Castillo, J. M., Curtis, M. J., &amp; Tan, S. Y.</p>   |                               |                  |

|                              |  |   |   |                              |
|------------------------------|--|---|---|------------------------------|
| Sept 11                      | School Psychology<br>(Domain 8)  | (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<br>Question #2<br><br>Choose<br>critical issues<br>topic |                              |
| <b>Week 4</b><br><br>Sept 18 | Graduate Preparation and<br>Credentialing  | Grapin & Kranzler - Chapter 3<br><br>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.<br><br>American Psychological Association (2011). Model Act for State Licensure of Psychologists. <i>American Psychologist</i> , 66(3), 214-226<br><br>Miller, D.C., Cheramie, G.M., & Black, D. L. (2016). History of Credentialing in School Psychology in Texas: Keynote Address from the 2016 TASP Annual Convention. <i>Research and Practice in the Schools</i> . 4(1), 1-17 | Discussion<br>Question #3   | Critical Issues<br>Topic Due |
| <b>Week 5</b><br><br>Sept 25 | Legal & Ethical Issues-<br>Ethical Considerations in<br>School Psychology<br>(Domain 10) | Grapin & Kranzler – Chapter 5<br><br>Jacob, Decker, & Lugg - Chapter 1 & 4<br><br>APA. (2002). Ethical Principles. (Appendix B in Jacobs et al.)<br><br>NASP. (2010). Principles of professional ethics. (Appendix A in Jacobs et al)   | Discussion<br>Question #4   |                              |
| <b>Week 6</b>                | Legal & Ethical Issues-<br>School Psychology & Law                                       | Jacob, Decker, & Lugg - Chapter 2, 3, & 5   |   |                              |

The syllabus/schedule are subject to change.

|   |  |  |  |  |
|---|--|--|--|--|
| Oct 2   | (Domain 10)  |  | Discussion Question #5                         |  |
| <b>Week 7</b>   | <b>Midterm No class<br/>Submitted by 5 pm Saturday Oct 14</b>  |  |  |  |
| Oct 9   |  |  |  |  |
| <b>Week 8</b>   | Preventative & Responsive Services<br>(Domain 6)   | 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.<br><br>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 | Discussion Question #6<br><br>Reflection Paper |  |
| Oct 16  |  |  |  |  |
| <b>Week 9</b>   | Roles and functions of the school psychologist – Assessment, Intervention Planning and Evaluation<br>(Domain 1, 2)                           | Grapin & Kranzler - Chapter 6, 7<br><br>Jacob, Decker, & Lugg - Chapter 6  | Discussion Question #7                         |  |
| Oct 23  |  |  |  |  |
| <b>Week 10</b>  | Roles and functions of the school psychologist – Academic, Social-Emotional and Cognitive Assessment and Intervention<br>(Domain 3, 4, 5, 7) | Grapin & Kranzler – Chapters 8, 9, 10<br><br>Jacob, Decker, & Lugg - Chapter 7   | Discussion Question #8                         |  |
| Oct 30  |  |  |  |  |
| <b>REMINDER TASP Thursday through Saturday, October 25-27<br/>Dallas/Addison Marriot Quorum by the Galleria<br/><a href="https://www.txasp.org/convention-registration-is-now-open">https://www.txasp.org/convention-registration-is-now-open</a></b> |  |  |  |  |



|   |  |  |  |  |
|---|--|--|--|--|
| <b>Week 11</b><br>Nov 6   | Roles and functions of the school psychologist – Consultation, Systems Change and Program Evaluation (Domain 1, 2, 9)                    | Grapin & Kranzler - Chapter 11,12<br><br>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<br><br>Jacob, Decker, & Lugg - Chapter 8 & 9 | Discussion Question #9<br><br>Professional Portfolio |  |
| <b>REMINDER School Psychology Awareness Week<br/>November 12 - 16</b> |  |  |  |  |
| <b>Week 12</b><br>Nov 13  | <b>Critical Issues Presentations</b>   |  |  |  |
| <b>Week 13</b><br>Nov 20  | <b>NO CLASS</b>  |  |  |  |
| <b>Week 14</b><br>Nov 27  | Roles and functions of the school psychologist – Research & The Future of School Psychology, Preparing for a Career in School Psychology | Grapin & Kranzler – Chapter 13,14<br><br>Jacob, Decker, & Lugg - Chapter 10  | Discussion Question #10                              |  |
| <b>Week 15</b><br>Dec 4   | <b>Final Exam No Class<br/>Submitted by 5 pm Saturday Dec 8<sup>th</sup><br/>Complete Course Evaluations</b>                             |  |  |  |

*The syllabus/schedule are subject to change.*

## Critical Issues Topic Selection Form

Student Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

### Domain of Practice:

- Data-based decision making
- Consultation and Collaboration
- Interventions and Instructional Support to Develop Academic Skills
- Interventions and Mental Health Services to Develop Social and Life Skills
- School-Wide Practices to Promote Learning
- Preventive and Responsive Services
- Family–School Collaboration Services
- Diversity in Development and Learning
- Research and Program Evaluation
- Legal, Ethical, and Professional Practice

### Other considerations to narrow topic:

- |                                     |   |                                 |
|-------------------------------------|---|---------------------------------|
| <input type="checkbox"/> Gender     | <input type="checkbox"/> Educational Placement  | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Grade/Age  | <input type="checkbox"/> Ethnicity/Race/Culture | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Disability | <input type="checkbox"/> SES                    | <input type="checkbox"/> Other: |

### Proposed Topic Statement:

### Keywords to search by:

### Preliminary Search Results *(list 5 article titles and publication date with abstracts directly related to Topic Statement):*

|    | Title | Journal Title | Pub. Date |
|----|-------|---------------|-----------|
| 1. |       |               |           |
| 2. |       |               |           |
| 3. |       |               |           |
| 4. |       |               |           |
| 5. |       |               |           |

## Critical Issues Presentation Rubric

Student Name(s): \_\_\_\_\_

Date: \_\_\_\_\_

| Category                            | Scoring Criteria   | Total Points | Score Earned |
|-------------------------------------|--|--------------|--------------|
| <b>Organization<br/>(15 points)</b> | <b>On Topic:</b> Presenter stayed on topic; irrelevant and filler information was excluded; visuals were on topic and enhanced the comprehension of information presented  | 5            |              |
|                                     | <b>Sequence:</b> Information is presented in an orderly and clear manner (logical sequence); there is a clear introduction and conclusion; the summary of literature is presented in an organized way (i.e., by methodology, chronological, theoretical, etc.)   | 5            |              |
|                                     | <b>Pacing:</b> Presenter paced the presentation in an efficient way; the appropriate amount of material was prepared; time spent on topics/ideas reflected their relative importance   | 5            |              |
| <b>Content<br/>(60 points)</b>      | <b>Introduction:</b> Introduction defines the purpose of presentation and how the topic relates to the domain of school psychology practice chosen for the presentation  | 10           |              |
|                                     | <b>Summary of Literature:</b> A comprehensive summary of the literature reviewed about the topic is communicated in a clear and concise manner   | 15           |              |
|                                     | <b>Synthesis/Analysis of Literature:</b> A synthesis and analysis of the literature and how it relates to school psychological practice discussed  | 15           |              |
|                                     | <b>Conclusion:</b> The presenter identifies ways to expand upon the research-based literature; ideas regarding future directions in the practice of school psychology  | 10           |              |
|                                     | <b>Appropriate for Audience:</b> Technical terms and visuals are well-defined in language appropriate for the target audience (i.e., vocabulary appropriate for use when presenting research at a conference); visual presentation tools (handouts, activities, discussion questions) were appropriate to the audience | 5            |              |
|                                     | <b>Engagement:</b> Presenter included strategies that actively engaged the audience and fostered discussion from several participants; the presentation maintained the interest of the audience  | 5            |              |
| <b>Presentation<br/>(25 points)</b> | <b>Nonverbal Behavior:</b> Speaker maintains good eye contact with the audience; is appropriately animated (e.g., gestures, moving around, etc.)   | 5            |              |
|                                     | <b>Verbal Skills:</b> Effectively and efficiently communicates messages; has an appropriate tone and volume; proper vocabulary and pronunciation is used   | 5            |              |
|                                     | <b>Adherence to Duration Requirement:</b> Length of presentation is within the assigned time limits (25 to 30 minutes)   | 5            |              |
|                                     | <b>Professionalism:</b> Presenter appears to respect others; presenter moderates the discussion in appropriate manner; visuals, language, activity, and content of the presentation is appropriate for a professional setting  | 5            |              |
|                                     | <b>Format:</b> Information from previous literature are cited in-text and on a reference page in APA format  | 5            |              |
| <b>Total Points Earned</b>          |  |              |              |

**Additional Comments:**