

9-2013

PSYX 580.01: Principles and Practices of Professional School Psychology

Margaret Beebe-Frankenberger

University of Montana - Missoula, mbeebe.frankenberger@umontana.edu

Let us know how access to this document benefits you.

Follow this and additional works at: <https://scholarworks.umt.edu/syllabi>

Recommended Citation

Beebe-Frankenberger, Margaret, "PSYX 580.01: Principles and Practices of Professional School Psychology" (2013). *Syllabi*. 48.
<https://scholarworks.umt.edu/syllabi/48>

This Syllabus is brought to you for free and open access by the Course Syllabi at ScholarWorks at University of Montana. It has been accepted for inclusion in Syllabi by an authorized administrator of ScholarWorks at University of Montana. For more information, please contact scholarworks@mso.umt.edu.

THE UNIVERSITY OF MONTANA
Department of Psychology
Autumn Semester, 2013

PSYX 580 - Principles and Practices of Professional School Psychology – 3 semester credits

Instructor:	Margaret Beebe-Frankenberger, Ph.D.	Meets:	T/Th. 10:40-12:00 PM
Office:	Skaggs 143, Room 204	Classroom:	SB303
Telephone:	(406) ofc 243-6883; cell 546-5362	Office hours:	Tues & Thurs
Email:	mbeebe.frankenberger@umontana.edu		9:30-10:30 or by appt.

This course is designed to introduce first semester graduate students in the UM School Psychology (SPSY) program to the theory, role, and function of school psychology as an academic discipline and as a professional field. The historical underpinnings, present and future directions and issues, constitutional, statutory and case law relative to the practice of psychology in the schools, and the APA and NASP ethical codes of the profession will be studied.

COURSE OBJECTIVES AND OUTCOMES:

1. Learn the history and systems of school psychology as a discipline within psychology, including an emphasis on understanding school psychology in terms of its relation to historical precursors within the fields of psychology and education, as well as how the field fits in with current systems of psychology (NASP Std. 2.6, 2.10).
2. Learn and discuss school organizational structures including a variety of ways school psychologists are incorporated into such structures (NASP Std. 2.6)..
3. Orientation to our consultation model, Problem Solving (PS): an intervention-focused, empirically-driven view of school psychologists as data-oriented problem-solvers within an ecological multi-tiered system framework. (NASP Std. 2.1, 2.2, 2.6, 2.9, 2.10, 2.11)
4. Gain an understanding about the role and function of a school psychologist from the perspective of a practicing school psychologist (NASP Std. 2.10).
5. Gain an understanding of, respect for, and ability to work within diverse systems and support the enormous diversity among students, schools, faculty and communities. Human diversity is recognized as a strength that is valued and respected and is defined as the rich spectrum of human differences in culture, language, physical and cognitive characteristics, family configuration, sexual orientation, socioeconomic status, and exceptionalities (NASP Std. 2.5, 2.8, 2.10).
6. An important emphasis of the UM SPSY program is toward understanding the unique history of American Indians as it relates to education for the purposes of: (a) being sensitive to the multi-generational adversity that historically was endured by American Indian tribal people through the educational system and (b) demonstrating the skills to assist students and families with any adverse emotional responses they may demonstrate as a result of those educational experiences (NASP Std. 2.5, 2.6).
7. Learn, understand, and practice the ethical codes of conduct (APA, NASP) of school psychologists (NASP Std. 2.10).
8. Learn and understand an overview of constitutional, statutory, and case law pertinent to the practice of psychology in the schools (NASP Std. 2.10).

REQUIRED TEXTS AND SOURCES

- Jacob, S. Decker, D.M. & Hartshorn, T.S. (2011). *Ethics and Law for School Psychologists* (6th Ed.). Hoboken, N.J. John Wiley & Sons, Inc.
- Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2012). *School Psychology for the 21st Century: Foundations and Practices* (2nd Ed.). NY: Guilford Press.

Suggested Texts (not required)

- Best Practices in School Psychology V* (2008). Bethesda MD: National Association of School Psychologists (NASP).
- Bigelow, B. & Peterson, B. (Eds.) (1998). *Rethinking Columbus: The next 500 years, Second Edition*. Milwaukee, WI: Rethinking Schools and in cooperation with the Network of Educators on the Americans (NECA).

Required Professional Membership (Student rate)

- (1) National Association of School Psychologists (NASP); www.nasponline.org
- (2) American Psychological Association (APA), Division 16, School Psychology; www.apa.org (membership optional for Ed.S. students)

ADDITIONAL READINGS:

The following will be provided to you via Moodle in Adobe format (pdf). There may be additional readings assigned during the semester, but you will be provided with these in advance.

Selected readings from:

Bigelow, B. & Peterson, B. (Eds.) (1998). *Rethinking Columbus: The next 500 years, Second Edition*. Milwaukee, WI: Rethinking Schools and in cooperation with the Network of Educators on the Americans (NECA).

Doble, J. & Yarrow, A.L. (2007). Walking a mile: A first step toward mutual understanding. New York NY: Public Agenda. Downloaded from www.publicagenda.org

Selected Chapters (2, 4 & 11) from:

Fagan, T. & Wise, P. (2007). *School psychology past, present, and future, third edition*. Bethesda, MD: NASP.

Gresham F.M., Hunter, K.K. , Corwin, E.P. & Fischer, A.J. (2013). Screening, Assessment, Treatment and Outcome Evaluation of Behavioral Difficulties in an RTI Model. *Exceptionality: A Special Education Journal*, 21:1, 19-33, DOI: [10.1080/09362835.2013.750115](https://doi.org/10.1080/09362835.2013.750115)

Juneau, S. (2001). Indian education act for all: A history of American Indian education policy. Public document. Helena MT: State of Montana Office of Public Instruction (OPI).

Shapiro, E. S. (2000). School psychology from an instructional perspective: Solving big, not little problems. *School Psychology Review*, 29(4), 560-572.

Sheridan, S. M., & Gutkin, T. B. (2000). The ecology of school psychology: Examining and changing our paradigm for the 21st century. *School Psychology Review*, 29(4), 485-502.

Ysseldyke, J. (2000). Deja vu all over again: What will it take to solve big instructional problems. *School Psychology Review*, 29, 575-576.

ASSIGNMENTS AND STUDENT EVALATION

Your performance in the course will be evaluated by the following assignments. **(100 points)**

(1) Reaction Papers – 5 points each/total 20 points

You will be asked to write a short paper that (a) identifies key points of specified reading(s), (b) gives your personal perspective about those points, and (c) explains how the information and your reaction helps shape your role as a school psychologist. Four (4) reaction papers to readings listed below are due on dates shown below. Reaction papers will consist of *at least* two, but *no more* than three, type-written, double-spaced pages in 12 point font, with 1 inch margins.

Reaction Paper #	Readings/Authors	Due Date
1	Doble & Yarrow (2007) AND Juneau (2001)	09/10/13
2	Rethinking Columbus Day	10/03/13
3	Shapiro (2000) and Ysseldyke (2000)	10/22/13
4	MEG Ch. 13 AND Fagan & Wise (2007) Ch. 11	12/05/13

(2) Historical persons OR events presentation and handout (15 points).

Students will select and research a topic of their choosing on important historical persons and events in psychology, and conduct a brief (20 minute) in-class presentation. You should use sources outside of the required readings for this assignment. The range of possible topics is broad, (e.g. a biography of an important historical figure of school psychology, discuss the history of a particular theoretical orientation, discuss the impact of an important event in the field (e.g. Boulder Conference). Prepare and present a powerpoint presentation; provide each class member with a brief (1-2 page) handout summary of your topic. Evaluation of this assignment will be based on evidence of in-depth research, articulation and organization of the presentation, and overall quality of the handout. **The in-class presentation is due September 17, 2013 (9/17)**

(3) Brief essay on the Response-to-Intervention (RTI) tiered services delivery framework and how problem-solving drives the RTI process (15 points). The Response-to-Intervention process is “new” and is a systems level change towards school improvement. The idea of the RTI framework has polarized thinkers in the field into “camps” of those for or against the change. Problem-solving is the primary consultation model espoused by the UM school psychology program. Students are trained to be “data-oriented problem-solvers,” in an “outcomes-driven” model of educational support. To this end, you will study the RTI framework and Problem Solving model constructs and will write an essay on how these two constructs are interrelated in best practice. In this essay, you will define the RTI framework, present the arguments for and against use of RTI, define the problem-solving process as an approach to educational and psychological service delivery, and explain the strength in using Problem Solving to drive the RTI process. Include a description of how use of tiered services may affect the practice of school psychology. Use whatever sources you wish, *but go beyond* the required readings for this class. The paper should be prepared according to APA format and will be approximately 10-12 pages in length (excluding title and references pages). Evaluation of this assignment will be based on (a) evidence of depth/breadth of research, (b) clear articulation of each construct, the pros and cons, and effect on school psychology practice, and (3) quality and organization of writing. Feel free to use diagrams, graphics for models as well. **This paper is due at class time on October 8, 2013 (10/8).**

(4) Interview with a school psychologist (15 points). You will conduct an interview with a practicing school psychologist, and write a brief written synopsis of interview highlights and your reaction to the interview. You will present your paper during an in-class presentation that will include facilitating discussion among your colleagues. You will interview the school psychologist specifically regarding how they became interested in the field of school psychology, their training and professional experiences, their particular professional interests, their views on the current and future state of the field. You will ask additional questions pertinent to your own interests.

Your written synopsis and presentation is due in class on October 29, 2013 (10/29).

(5) School Psychology Awareness Week November 11-15, 2013 Dyad Activity (15 points).

You will work with a class colleague to develop and present an activity in accordance with School Psychology Awareness Week. You will go to the NASP website where materials are provided and activities suggested. Previous years activities are also archived at this site. Select or design one activity, prepare the materials, and implement in the selected manner. Your dyad team will present a report of your activity and your reaction(s) to the activity in class.

NASP website: <http://www.nasponline.org/communications/spaw/2013/index.aspx>

Dyad report due in class on November 19, 2013 (11/19)

(6) Final Exam (20 points). There will be one in-class written exam for this course. The purpose of this exam is for you to integrate your knowledge on the main topics of the course including, but not limited to, professional historical events/issues, current developments and issues in school psychology, diversity, and problem solving. This exam will also include a section on the ethical codes of APA and NASP. Part 1 of the exam will consist of short essay topics regarding major issues discussed in class and in the readings. Part 2 of the exam will be developing a written response to an ethical dilemma, which will be followed up with a group discussion of the issue. You may bring a copy of the APA & NASP ethics codes to use as a reference during part 2 of the exam. **FINAL EXAM DATE - December 10, 2013 (12/10).**

GRADING:

Grades are determined based on straight percentages are as follows:

94% - 100%	A
90% - 93%	A-
87% - 89%	B+
84% - 86%	B
80% - 83%	B-
77% - 79%	C+
74% - 76%	C
70% - 73%	C-
67% - 69%	D+
64% - 66%	D
60% - 63%	D-
0% - 59%	F

Incomplete Grade Policy:

It is the course instructor's prerogative to assign a grade of incomplete (I) under documented special circumstances. The student must have the consent of the course instructor to obtain an "I". It is the expectation of our graduate program that an "I" be made-up for within one semester.

Undue delay in completing the course requirements may be used by the instructor as a factor in grading the completed work. Incompletes indicate lack of progress and will be considered in student evaluations as well as consideration for any assistantship assignments or other awards.

Policies and Procedures

1. **Attendance** and active engagement is encouraged since your course grade is partially determined by participation in class discussions and activities. Please inform the instructor prior to class if a late arrival or early departures from class is absolutely necessary. An excused absence will be granted only in a *documented* emergency situation.
2. **Late assignments** will be penalized by a reduction of five (5) points *per calendar day* late.
3. **The University of Montana Student Conduct Code (SCC)** should be reviewed, especially in regards to plagiarism. It is the policy of the SPSY program that plagiarism will result in an “F” for the course in which the academic violation occurs as well as grounds for consideration of dismissal from the program. The UM administration states: “All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php.”
4. **Students with disabilities** have the responsibility to declare their disability to the instructor at the beginning of the course, or if a disability arises during the semester, if they require accommodations. Such students have the responsibility to arrange for such accommodations with Disability Services for Students (DSS), located in Lommasson Center.
5. **Cell phones and any form of social media** are to be turned off during class.
6. **Courtesy** is expected. Come to class on time and stay for the entire session. If you have an emergency and must come in late or leave early, please do so quietly.

Appropriate “People First” Language:

Students are expected to use appropriate language in class discussions and written work. People with disabilities are just that: people who happen to have physical, sensory, behavioral, or intellectual disabilities. Please avoid phrases like “the handicapped,” “autistic kids,” “severely retarded,” or other statements that highlight the disability rather than the individual. Instead, speak and write in a way that puts “people first,” for example, “the boy with autism,” “the program for students with behavior disorders.” This small change emphasizes the humanity and individuality of a person and clarifies that disability is only one of many valuable characteristics that a person possesses.

Final Note

The course schedule is subject to minor adjustments, as determined by the instructor.

TOPIC SCHEDULE - READINGS & ASSIGNMENTS – AUTUMN 2013

Week	Date	Topic and Assignment Due	Readings
1	8/27 8/29	Course Introduction Intro to Field of SPSY; Ethics in School Psychology: An Intro	MEG Ch. 1, JH Ch. 1
2	9/3 9/5	Historical Context of School Psychology Historical Development of SPSY Evolution of School Psychology to Science-Based Practice Law & School Psychology: An Introduction	MEG Ch. 2 Fagan & Wise (2007) Ch.2 BP-V Ch. 1 JH Ch. 2
3	9/10 9/12	The Changing Face of School Psychology: Cultural & Linguistic Diversity; Competencies providing services to culturally diverse clientele DUE: Reaction Paper 1 Essential Understandings Privacy, Informed Consent, Confidentiality, & Record Keeping	MEG Ch. 3 BP-V Ch. 108 *Doble & Yarrow (2007); *Juneau (2001) J&H Ch. 3
4	9/17 9/19	DUE: Historical persons or events presentation The Rationale for change in the 21 st century Facilitating Change through Data-Driven Problem Solving Response to Intervention (RTI): A process for <i>all</i> Assessment and Treatment of Behavior Disorder in RTI Model	In Class Presentations Sheridan & Gutkin (2000) MEG Ch. 7 BP-V Ch. 2 Gresham et al. (2013)
5	9/24 9/26	Becoming a School Psychologist: Training & Credentialing Issues The Blueprint for Training and Practice: Basis for Best Practice NASP Principles for Professional Ethics Legal & Ethical Issues in School Psychology (review)	MEG Ch. 4 BP-V Ch. 3 J&H App. A 261-283 MEG 6
6	10/1 10/3	Working as a School Psychologist: Employment Trends, Opportunities, and Challenges Best Practice SPSY Rural and Urban Settings DUE: Reaction Paper 2 and Catch up	MEG Ch. 5 BP-V 113 (Urban) BP-VI draft (Rural) *Rethinking Columbus
7	10/8 10/10	The School Psychologist's Role in Assessment DUE: RTI Process and Problem Solving Essay Rethinking Columbus Day discussion (Based on RP2) Ethical & Legal Issues in Psycho-educational Assessment	MEG Ch. 8 J&H Ch. 4
8	10/15 10/17	Ethical-Legal Issues: Pupils with Disabilities under IDEA Ethical-Legal Issues : IDEA continued	J&H Ch. 5
9	10/22 10/24	Section 504 and the American Disabilities Act Solving Big, not little problems; Deja vu DUE: Reaction Paper 3 Psychologist in Prevention and Intervention, Part I Academic	J&H Ch. 6 *Shapiro (2000) & *Ysseldyke (2000) MEG Ch. 9
10	10/29 10/31	DUE: INTERVIEW WITH A SCHOOL PSYCHOLOGIST PAPER, PRESENTATION, FACILITATED DISCUSSION Catch Up	In Class Presentations
11	11/5 11/7	Expanded Roles: School Psychologist in Prevention and Intervention, Part II Mental health and social emotional behavior	MEG Ch. 10
12	11/12 11/14	<i>NATIONAL SCHOOL PSYCHOLOGY AWARENESS WEEK (11/11-15)</i> Ethical & Legal Issues in Counseling and Therapeutic Interventions in Schools Indirect Services I: Eth-Lgl Issues Working w/Tchrs & Parents	JH Ch. 7 JH Ch. 8
13	11/19 11/21	DUE: National School Psychology Awareness Week Team Activity Report presentations Guest Speaker: Dr. Gyda Swaney, Salish	In Class Presentations Rethinking Thanksgiving
14	11/26 11/28	School Psychologists Role in Research and Evaluation Research in Schools: Ethical and Legal Issues THANKSGIVING HOLIDAY – No Class	MEG Ch. 12 J&H Ch. 10
15	12/3 12/5	School Psychologist's Role in Facilitating Systems Change Moving the Field Forward: Mapping the Future of School Psychology DUE: Reaction Paper 4	MEG Ch. 11 *MEG Ch. 13 *Fagan & Wise (2007) Ch11
16	12/10	FINAL EXAM	

* denotes readings for which reaction papers are to be written

MEG = Merrell, Ervin & Gimpel

JH = Jacob & Hartshorne text

BP-V= Best Practices V (copy available in SPSY Lab)