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PSYX 580.01: Professional School Psychology

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**PSYX 580: Principles and Practices of Professional School Psychology
Fall 2018**

Course location and time

Skaggs 303

Tuesday/Thursday 9:30 am – 10:50 am

Instructor information

Instructor: Jacqueline A. Brown, Ph.D., NCSP

Office: Skaggs 204

Email: jacqueline.brown@mso.umt.edu

Office hours: By appointment (send me an email to set up)

Course description

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 professional field. The historical underpinnings, present and future directions and issues, roles of school psychologists, 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.

Learning Outcomes

Throughout this course, students will:

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. Be oriented to our Problem Solving (PS) consultation model, 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, families, 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. Understand 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 textbooks

Jacob, S., Decker, D. M., & Timmerman Lugg, E. (2016). *Ethics and Law for School Psychologists* (7th Ed.). Hoboken, NJ: 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.). New York, NY: Guilford Press.

Harrison, P. L. & Thomas, A. (Eds.). (2014). *Best practices in school psychology VI, Foundations* (6th ed.). Bethesda, MD: National Association of School Psychologists.

Harrison, P. L. & Thomas, A. (Eds.). (2014). *Best practices in school psychology VI, Student-Level Services* (6th ed.). Bethesda, MD: National Association of School Psychologists.

Harrison, P. L. & Thomas, A. (Eds.). (2014). *Best practices in school psychology VI, Data-based and collaborative decision making* (6th ed.). Bethesda, MD: National Association of School Psychologists.

Required professional membership (student rate)

[National Association of School Psychologists \(NASP\)](#); [American Psychological Association \(APA\)](#), Division 16, School Psychology (membership optional for SSP students)

Additional readings

The following readings will be provided to you in PDF format through Moodle. There may be additional readings assigned during the semester, but you will be provided with them in advance.

Barrett, T., & Nichols, L. (2017). Defining loss: Preparing to support bereaved students. In J. A. Brown, & S. R. Jimerson (Eds.), *Supporting Bereaved Students at School* (pp. 10-24). New York, NY: Oxford University Press.

Doble, J. & Yarrow, A. L. (2007). Walking a mile: A first step toward mutual understanding. New York, NY: Public Agenda. Download from [Public Agenda](#).

Fagan, T. & Wise, P. (2007). Historical development of school psychology. In T. Fagan, & P. Wise (Eds.), *School psychology past, present, and future (3rd Edition)*, pp. 25-70). Bethesda, MD: National Association of School Psychologists.

Farrell, P., Jimerson, S. R., Kalambouka, A., & Benoit, J. (2005). Teachers' perceptions of school psychologists in different countries. *School Psychology International*, 26, 525-544. doi: 10.1177/0143034305060787

- Fryberg, S. A., Covarrubias, R., & Burack, J. A. (2013). Cultural models of education and academic performance for Native American and European American students. *School Psychology International, 34*, 439-452. doi: 10.1177/0143034312446892
- 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*, 19-33, doi: 10.1080/09362835.2013.750115
- Hagan, M. J., & Morford, A. (2017). Family considerations in supporting bereaved students. In J. A. Brown, & S. R. Jimerson (Eds.), *Supporting Bereaved Students at School* (pp. 82-95). New York, NY: Oxford University Press.
- 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.
- O'Bryon, E. C., & Rogers, M. R. (2010). Bilingual school psychologists' assessment practices with English Language Learners. *Psychology in the Schools, 47*, 1018-1034. doi: 10.1002/pits.20521
- Rosenfeld, S. J. (2010). Must school districts provide test protocols to parents? *NASP Communique Online, 38*(8). [Retrieved from NASP online.](#)
- 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*, 485 -502. [Retrieve from NASP online.](#)
- Sullivan, A. L., & Long, L. (2010). Examining the changing landscape of school psychology practice: A survey of school-based practitioners regarding Response to Intervention. *Psychology in the Schools, 47*, 1059-1070. doi: 10.1002/pits.20524

Required assignments

All written assignments must be completed according to proper APA format.

1. **Class discussion and participation (10 points)**
Participation in class assignments, activities, discussion, and readings is critical for learning in this course. I expect that you will come to class having read all of the required readings. We will be discussing readings during class and I will often provide discussion questions. It is expected that you will actively engage in these discussions. I also encourage you to bring questions to class about the readings, to facilitate discussion.
2. **Reaction Paper (10 points)**
You will be asked to write a short reflection paper that (a) identifies key points of specified readings (1 page- do not summarize the entire article/chapter), (b) gives your personal perspective about those points, and (c) explains how the information and your reaction shape your role as a school psychologist. It will consist of **two to three** typed, double-spaced pages in 12-point font, with 1-inch margins. *It is important that you*

engage in critical thinking when completing this reaction paper and do not solely summarize the information presented. You will be writing a reaction paper on the following articles: Doble & Yarrow (2007) AND Fryberg, Covarrubias, & Burack (2013).

3. Brief essay on the Response-to-Intervention (RTI) tiered services delivery framework and how problem-solving drives the RTI process **(25 Points)**
Response-to-Intervention process 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 the 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 the 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 **10 pages** in length (**excluding title and reference pages**) **double-spaced using 12-point font. Please use APA style headings to organize your paper. Please see the grading rubric and RTI paper description posted on Moodle for specific information. There is also a sample paper on Moodle.**

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 and graphics for models as well, **as long as they provide essential information above what is already presented in your paper and are not solely used to fill space.** You are not required to have an abstract, but a brief introduction describing RTI and conclusion providing a brief summary would be helpful.

4. Interview with a School Psychologist **(15 points)**
You will conduct an interview with a practicing school psychologist, and write a brief **three page, double-spaced**, written synopsis of the interview highlights and your reaction to the interview (10 points). You will present your paper during an in-class presentation (PowerPoint not needed) that will include facilitating discussion among your colleagues (5 points). Your presentation will be approximately five minutes and you will have three minutes for the discussion. You will interview the school psychologist specifically regarding how s/he became interested in the field of school psychology, his/her training and professional experiences, his/her particular professional interests, and his/her views on the current and future state of the field. You will ask additional questions pertinent to your own interests. You may interview a school psychologist in the Missoula area or contact a professional in another part of the state/country and interview her/him over the phone. **Please turn in a copy of the questions you asked the school psychologist with your paper (not included in the three pages).**

5. **School Psychology Awareness Week Activity (15 points)**

You will work with a partner to develop and present an activity in accordance with School Psychology Awareness Week. Select or design one activity, prepare the materials, and implement in the selected manner. One idea is to contact a faculty member who teaches an undergraduate psychology course and ask if you can provide a short presentation (approximately 15 minutes) on school psychology to his/her class. In the past, students have also contacted the UM Psychology Club and asked to speak to undergraduate students at one of their meetings or outline the difference between school psychologists and school counselors. You may also wish to engage in an activity that promotes the field at your practicum site. For example, in the past, students have asked their practicum class to complete the identity bubble activity (to be completed in class in week 3) or had their class make a positive folder where they identify positive things in their life and add to it throughout the year. Feel free to come up with other creative ideas that will help increase awareness of school psychology as a discipline. Pamphlets and PowerPoint presentations are available through the NASP website and within our department. Your team will present a report of your activity and your reaction(s) to the activity in class. You will also each write a reflection paper on your experience, with the specific questions that you will answer being posted on Moodle.

When presenting your activity, please include the following:

- a. Describe what you did, how long you spent engaging in the activity, and what resources you provided.
- b. Provide information about how the activity was received by your audience (what did they learn and how did it help them learn about our field).
- c. Talk about what you learned from the experience. You may wish to highlight some of the things you wrote about in your reflection paper.
- d. Engage the class in a discussion, by asking them questions and obtaining their perspectives.
- e. Each group will have approximately 15 minutes to present and engage the class in a discussion. We will use the remainder of the class to discuss a variety of ways to increase awareness of School Psychology and come up with an “elevator” speech to describe school psychology.
- f. You do not need a PPT presentation when presenting your activity to your classmates.

6. **Final Take Home Exam (25 points)**

There will be one take-home 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. You will be given one week to complete the exam.

Course grading

Grades are determined based on straight percentages and are as follows:

Percentage	Grade
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

Course guidelines and policies

Student Conduct Code

Students entering the field of school psychology are held to a high standard of academic and professional honesty and integrity. 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. *Please take care to acknowledge your sources, including the Internet, using APA Style.*

Attendance

Regular attendance and active engagement is required for all scheduled classes, as students are responsible for information covered in lectures, handouts, discussions, and activities. Attendance is stressed because students will have opportunities to (a) improve their knowledge through discussions of critical topics and issues, (b) practice skills needed to engage in professional communication with colleagues, (c) obtain information from lectures and presentations, (d) participate in activities, and (e) submit required assignments.

Please inform me prior to class if a late arrival or early departure from class is absolutely necessary. In the case of illness or absence (including religious observances), please send me an email and make arrangements before missing the class. For extended absences due to medical issues, documentation must be provided. Failure to do so may result in penalty. Absence for conferences is not automatically excused. You must be in good standing in the class and make arrangements for assignments before you leave.

Electronic Devices

All electronic devices other than computers must be turned off and put away before class. The use of computers during class to take notes or use electronic articles and PowerPoint presentations is allowed. However, students may not use any form of social media on their computer while in class or use computers for other personal reasons unrelated to the class content. I will speak to you if I feel your use of computers is interfering with your learning or is a

distraction to other students. Inappropriate use of computers will result in a reduction in your participation grade in this course.

Respect for Diversity and Appropriate Language

I am committed to fostering a class environment in which all people will be treated and will be expected to treat others respectfully. People with disabilities or other elements of diversity are first and foremost individual people who should be treated with respect. Language used in assignments and class discussions should be respectful and professional at all times. Please use ***“people first”*** language in speaking and writing about people with disabilities or other elements of diversity. For example, please avoid phrases such as “the handicapped,” “LD kid,” “autistic child” or other statements that emphasize the disability or other elements of diversity first, rather than the individual. Pejorative terms and threatening or harassing language have no place in a respectful professional discussion or in your assignments.

Disability Modifications

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

Assignment expectations

Students are expected to submit assignments at or before the assigned due date (no later than the end of class). Prior notification is required for excused or late assignments. Unexcused assignments submitted after the due date will be penalized by a reduction of ***five points per calendar day*** late. It is the student’s responsibility to ask questions when information required in the assignments or discussed in class is unclear. There will be no make-up or extra-credit assignments.

The instructor reserves the right to modify or substitute coursework, including readings and assignments, during the course to enhance learning. These changes will not result in a substantially increased workload or decreased opportunities to earn points, but will instead likely benefit students.

Course Schedule

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

Week	Date	Topics and Assignment Due	Required Readings
1	August 28	Course Introduction In Class Activity: Draw a comic (stick figures are acceptable) on a large piece of paper outlining what you think school psychologists do. It can be of an interaction with students, teachers, families, etc.	
2	September 4	Introduction to the Field and Ethics in School Psychology	MEG Ch. 1 JDT Ch. 1
	September 6	Historical Context & Development of School Psychology	MEG Ch. 2 Fagan & Wise (2007) Ch.2
3	September 11	Evolution of School Psychology to Science-Based Practice; Law & School Psychology	Sheridan & Gutkin (2000) JDT Ch. 2
	September 13	Cultural & Linguistic Diversity in School Psychology	MEG Ch. 3 O'Bryon & Rogers (2010)
4	September 18	Cultural & Linguistic Diversity: American Indians DUE: Reaction Paper 1	Juneau (2001) *Doble & Yarrow (2007) *Fryberg, Covarrubias, & Burack (2013)
	September 20	Response to Intervention (RTI) and Problem Solving Model I	MEG Ch. 7 BP-VI Ch. 25 (p. 329, Foundations)
5	September 25	Response to Intervention (RTI) and Problem Solving Model II	Gresham (2013) Sullivan (2010)
	September 27	Training & Credentialing Issues	MEG Ch. 4 BP-VI Ch. 40 (p. 541, Foundations)
6	October 2	Working as a School Psychologist: Employment Trends, Opportunities, and Challenges	MEG Ch. 5 Farrell, Jimerson, Kalambouka, & Benoit (2005)
	October 4	Ethical & Legal Issues in School Psychology: Overview	MEG 6 BP-VI Ch. 32 (p. 437, Foundations)
7	October 9	NASP Principles for Professional Ethics APA Ethics & Code of Conduct	JDT App. A JDT App. B
	October 11	Privacy & Informed Consent	JDT Ch. 3
8	October 16	Confidentiality & Record Keeping	Rosenfeld (2010)
	October 18	Ethical & Legal Issues: IDEIA PART 1 DUE: RTI Process and Problem Solving Paper	JDT Ch. 4

Week	Date	Topics and Assignment Due	Required Readings
9	October 23	Ethical & Legal Issues: IDEIA PART 2	JDT Ch. 4
	October 25	Section 504 and the American Disabilities Act Ethical and Professional Digital Considerations	JDT Ch. 5 BP-VI Ch. 34 (p. 459, Foundations)
10	October 30	The School Psychologist's Role in Assessment	MEG Ch. 8 BP-VI Ch. 22 (p. 331, Data-Based and Collaborative Decision Making)
	November 1	Ethical & Legal Issues in Psychoeducational Assessment	JDT Ch. 6
11	November 6	No Classes- Election Day	
	November 8	School Psychologist's Role in Prevention and Intervention (Academic)	MEG Ch. 9 BP-VI Ch. 2 (p. 19, Student-Level Services)
12	November 13	DUE: National School Psychology Awareness Week Presentations and Report	In-Class Presentations
	November 15	School Psychologist's Role in Prevention and Intervention (Social-Emotional/Behavior)	MEG Ch. 10 BP-VI Ch. 15 (p. 213, Student-Level Services)
13	November 20	Ethical & Legal Issues in School-Based Interventions	JDT Ch. 7
	November 22	Thanksgiving Holiday- No Class	
14	November 27	School Psychologist's Role in Consultation	MEG Ch. 11 BP-VI Ch. 29 (p. 449, Data-Based and Collaborative Decision Making)
	November 29	DUE: Interview with a School Psychologist Paper, Presentation, and Discussion	In-Class Presentations
15	December 4	Ethical & Legal Issues in Consultation Hand out Final Exam	JDT Ch. 8 & 9
	December 6	Special Topic: Introduction to Supporting Bereaved Youth; Course Evaluations	Barrett & Nichols (2017) Hagan & Morford (2017)
16	December 11	Final Exam Due- NO class (finals week) Please leave your final exam in my box in the Psychology Department by 5 pm.	

***Denotes readings for which reaction paper is to be written**

MEG = Merrell, Ervin, & Gimpel

JDT = Jacob, Decker, & Timmerman Lugg

BP-VI= Best Practices VI