Course Description
This course provides an overview of the expanding field of School Psychology, the advances in the role of the School Psychologist as a collaborative reflective decision-maker and data-oriented problem solver. This course reviews information and investigates numerous topics related to the profession of School Psychology including the historical development of the specialty; relationship to other specialties in psychology and education; graduate training and models of professional preparation; practical information related to licensure, certification, and accreditation; diversity of practice settings and job opportunities; diversity of client populations served; past and current publications related to education and pertinent research topics, internet resources and the growing role of technology with related school based intervention and practice; legal and ethical dilemmas facing school psychologists; and special education laws and policies relevant to the practice of school psychology. During this course, students investigate and discuss their observations of a variety of educational and psychological programs and practices. Additionally, this course investigates how the profession of School Psychology interfaces with organizations and systems, inclusive of the individual, family, school system, and community. Of particular importance, this course also focuses on special education law and how federal and state laws impact meeting the needs of students with disabilities.

Course Objectives
During this course the students will:
(1) Review the historical roots (educational and psychological) of School Psychology in order to develop an understanding of the current status of School Psychology.
(2) Increase awareness of the major special education laws and ethical codes guiding the practice of School Psychology, in addition to understanding the common ethical dilemmas in school settings.
(3) Develop a conceptual framework and understanding of how School Psychologists collaborate in reflective decision-making, meeting the needs of students, parents, teachers, schools, and communities.
(4) Become familiar with the major licensing and certification standards regulating the practice of School Psychology.
(5) Compare and evaluate the diversity of mental health practitioner settings.
(6) Review research topics, publications, and internet resources related to the practice of school psychology.
(7) Become aware of and sensitive to the diversity in populations served, including the range in abilities from mentally disabled to gifted, age diversity from preschool through adult learners, and consultative diversity among parents, teachers and school administrators.
(8) Emergent technology: Develop list of internet resources to assist with school based interventions, particularly research-based handouts for parents and teachers on topics such as behavioral interventions, academic interventions, and strategies for improving social skills.
(9) Develop a contact list of local, state, and/or national agencies/programs and professionals from which information can be easily and quickly gathered to assist with staff training, school wide prevention programs, program evaluation, and improving home-school and school-community partnerships.
(10) Investigate disciplinary actions and the provision of alternative service delivery systems to meet student needs.
Organize portfolio work samples to demonstrate competency in the following domains: DOMAIN VI: School and Systems Organization, Policy Development, and Climate; DOMAIN X: School Psychology Practice and Development; and DOMAIN XI: Information Technology (refer to attached handout).

Course Requirements
This course will be conducted as a seminar with specific readings assigned—aligned with course objectives. Students are expected to read the assigned material and complete assigned projects. Students are also expected to summarize their experiences observing school psychologists and other professionals in a public school/educational setting. Students will submit 4 reaction papers (approximately 1 to 2 typewritten pages per reaction paper) describing four of their school based experiences (see Reaction Paper handout). Based on reaction papers and learning experiences, students will participate on the class panel discussions focusing on specific topics, concerns, and insights.

Class presentation: Students will select one topic from the course list and prepare a 20-minute class presentation summarizing the topic. The student will also prepare a 1-2 page handout summarizing their presentation and listing key websites and resources.

Final Exam: Students are also required to complete a final examination, covering the topics addressed in the readings and class discussions. The exam will consist of multiple choice and essay questions.

REQUIRED TEXT BOOKS AND READING


NASP Training Standards found on the web at:
http://www.nasponline.org/certification/FinalStandards.pdf

The Professional Conduct for School Psychology (NASP ethical guidelines)
http://www.nasponline.org/pdf/ProfessionalCond.pdf

SUPPLEMENTARY READING


COURSE GRADING SYSTEM

<table>
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<th>Points</th>
<th>Activity</th>
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<tbody>
<tr>
<td>20</td>
<td>Reading assigned material/summarizing readings</td>
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<tr>
<td>20</td>
<td>4 reaction papers (5 points per reaction paper)</td>
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<td>20</td>
<td>Final examination</td>
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<td>20</td>
<td>In-class presentation with accompanying 1-2 page handout summarizing presentation</td>
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<tr>
<td>20</td>
<td>Portfolio/file of work samples/handouts</td>
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Evaluation of knowledge, skills, and disposition:
Student performance, specifically in the areas of knowledge, skills, and professional disposition, will be assessed during the course. This information will be reviewed during the end-of-semester faculty evaluations of student
progress. The student will receive feedback regarding their standing midway through the course and also at the end of the semester after all course assignments are graded. If a student’s performance is unsatisfactory in any of these three major areas (knowledge, skills, and disposition), the professor will set up an interview with the student to discuss a remediation plan.

1) **Knowledge base:** Students earning a semester total of less than 85% on their assigned readings, presentations, and reaction papers, and below 85% on their final exam score will be considered unsatisfactory in their knowledge base. Marginal performance will be designated to students earning 85%-90% on the averaged score of their assignments or 85-90% on their final exam.

2) In order to assess **skills**, students will be provided with both peer and professor’s feedback on reaction papers and class presentations. Students will also self-evaluate their own work, noting strengths and weaknesses and setting goals for improvement.

**NOTE:** During practicum and internship, students’ professional skills will continue to be evaluated.

3) **Professional disposition** will be assessed in terms of promptness to class; quality of preparation for class (completing readings and contributing to class discussion); sensitivity and responsiveness to ethical and legal matters; sensitivity to multicultural considerations and individual diversity; consistency of attention and interpersonal involvement in class; openness/responsiveness to professor and peer-feedback regarding professional disposition; and cooperation and collaboration in group learning activities.

**Note:** Attending class and arriving on time reflects professional disposition. Those who miss class and/or are consistently late (late is defined as arriving 6 or more minutes late; consistently is defined as 3 or more times of being late) will receive a negative review during semester student evaluations. In-class behavior considered to be unprofessional includes responding to or making cell phone calls –except for emergency calls, reading the newspaper, sleeping, and engaging in distracting or off-task behaviors. Students missing more than 1 class will receive one full grade deduction for each additional class missed (except for extraordinary circumstances).

**Feedback to Students:**
Students will be apprised of their progress throughout the semester (grades on readings, presentations, and short papers, etc.) and will receive written feedback from the professor midway through the course and upon completing course assignments/requirements. Regarding their performance in this class, students will receive a written summary of information to be shared in faculty meeting at the end of the semester.

**Summary of Information Regarding Student Semester Evaluations:**
Students earning a grade below 85% on the final for the entire course (total points) will receive an “unsatisfactory” rating for the semester student evaluation of “knowledge.” Students receiving a grade below 90% on the final or the average of class assignments (total points) will receive a “marginal” rating in the area of “knowledge.” Students arriving late to class (6 or more minutes late) more than 3 times will receive a marginal rating on their faculty evaluation in the area of disposition.

**POLICY:**
**Late work**
Assignments turned in after the due date will receive a maximum of 70% of the possible points for the assignment. However, in situations involving a personal emergency, circumstances will be considered and appropriate accommodations made.

**Respecting Others**
Respecting individual and group differences is not only a professional issue, it is a basic tenet of Brigham Young University’s honor code. Disrespect or discrimination will not be tolerated.

**Preventing Sexual Harassment**
Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity receiving federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU’s policy against sexual harassment extends not only to employees of the university but to students as well. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor; contact the Equal Employment Office at 378-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 378-2847.

**Accommodations for Students with Special Learning Needs or Identified Disabilities**
Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability, which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students with disabilities who are appropriately
identified through the university’s Center for Students with disability. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures. For assistance in resolving concerns, contact the Equal Employment Office at 422-5859, D-282 ASB.

GREAT WEBSITES:
http://www.wrightslaw.com/
http://www.yellowpagesforkids.com/

PANEL DISCUSSION AND TOPICS FOR REACTION PAPERS
(1) Read an article, book chapter, information from the internet related to the topic. Select one activity listed under the topic. Prior to participating in your learning experience, list key questions or goals. What are you curious about or what you want to learn?
(2) Discuss your experience with school-based professionals and members of the cohort.
(3) Prior to the end of the semester, select 4 topics from panel discussion list and write a 1-2 pg single-spaced reaction paper about your learning experience. Turn in discussion paper on the day of the panel discussion.
(4) Participate on the class panel discussion regarding your experience.

NOTE: All students participate in all class discussion panels. Select 4 panel discussion topics & write a brief reaction paper (due day of panel discussion)

(1) Roles and Functions of School Professionals:
___Observe a school psychologist’s working day. Conduct an interview with him/her regarding his/her roles and functions as a school psychologist.
___Review NASP website information or information about the roles of school psychologists.
___Interview one of the following professionals regarding his/her professional roles and functions as well as working relationships with school psychologists:
  Special Education Teacher
  Child Guidance Specialist
  Speech Pathologist
  School Social Worker
  School Nurse
  Principal/Assistant Principal
  Other School Staff Member

(2) Ethics and Law in Public Schools
___Discuss an ethical dilemma with a school-based professional. Please use the 9-step format (attached) to assist in evaluating the dilemma.
___Set an appointment with a person responsible for the official paperwork for Special Education and discuss “Why all the paperwork?”
___Discuss IDEA with a school counselor or a school psychologist.
___Discuss IDEA with a teacher or special educator.
___Discuss IDEA with school administrator.
___Discuss “No Child Left Behind” with a teacher, principal, or other school-related special educator.

(3) Power in public schools: Who is in control of school policy?
___Attend a school board meeting in a public school system.
___Attend a meeting involving a School-Based Decision-Making team (IEP team)
___Interview the school secretary and school custodian. How do they fit into the puzzle of power and control?
___Review the website for the Utah State Board of Education, their licensing policies, etc.

(4) Accomodations for Students in Public Schools: No Child Left Behind
Summarize the major points of NCLB
Review teachers’ feedback on NCLB—strengths and weaknesses – major complaints
Review the US Department of Education’s website and list major points of NCLB

(5) What matters most in public schools?
Interview a high school principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.
Interview a middle school Principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.
Interview an Elementary School Principal who has been involved in public education for more than 20 years. Ask them about their views on what really matters most in public schools.
Interview a parent with high school aged children. Ask them about their views on what really matters most in public schools.
Interview a teacher with more than 20 years experience. Ask them about their views on what really matters most in public schools.
Interview a grandparent with school-aged grandchildren. Ask them about their views on what really matters most in public schools.
Interview a parent with children identified with special needs. Ask them about their views on what really matters most in public schools.

(6) Diversity: The big picture of schools: Who are the kids we serve?
Review the website for the National Center for Educational Statistics.
Review the statistics for Utah schools and local districts: How do we compare?
Review NASP website information on multicultural issues in schools.
Review NASP website information on language issues in schools.

(7) Bring IEP paperwork (not filled in with info---blank)
How does a special ed teacher assist in filing out this paperwork (interview)
Interview a Special Education teacher and ask about the major points to remember when creating an IEP
Interview a School Psychologist about their role in and IEP meeting
What types of goals are set in an IEP? Ask a teacher or a SP

(8) LRE—Least Restrictive Environment
Visit the US Department of education and review the major information about LRE
Interview a principal about their views related to LRE
Interview a Special Ed director or Special Ed teacher about LRE

(9) Procedural Safe Guards:
Bring paperwork from a local school
Discuss this paperwork with a Special Education Director or Special Education Teacher
Discuss this paperwork with a parent of school age children

(10) Discipline and supervision of students with challenging behaviors:
Visit a self-contained classroom.
Visit an alternative school setting.
Visit a Youth Detention Center (Slate Canyon).
Interview a bus driver and discuss the challenges of controlling student behavior in settings with limited adult monitoring.
___ Visit a school during limited adult supervision times: before or after school. Observe adult monitoring of student behavior. In particular, observe students’ bullying and harassing behaviors.
___ Interview a school board member about difficulties they are facing in their school district.

**Community Resources:**
___ Interview a community mental health worker.
___ Interview a case worker form the Department of Child and Family Services (DCFS) about their relationship with schools and reports of child abuse.
___ Interview a psychologist or social worker from the Children’s Justice Center
___ Interview a police officer involved with the Dare Program or who serves as a liaison to the public schools.
___ Visit a Family Resource Center, Community Mental Health Center, or Youth Services Center.
___ Interview an individual who volunteers in schools (tutoring, big brothers/sisters, etc)
___ Interview the State Mental Hospital director of youth services or one of their child/adolescent psychologists.
   How do they assist students in fitting back into their school system? How do they coordinate communication with schools and mental health services in schools.
___ Make a list of community resources and internet resources schools may tap into when assisting children with mental health issues.

**12 Alternative School Programs**
___ Select and review a current article (dated 2004-2008) explaining alternative school settings for students who are expelled from the mainstream school setting
___ Visit an alternative school setting
___ Interview a teacher involved with an alternative school setting
___ Interview a police officer who works with adjudicated youth or a youth detention program
___ Review the TOOL BOX for alternatives to traditional discipline and school expulsions (Melissa will provide this handout)
___ Interview a case worker or social worker who works for the Utah State Hospital and serves in the Youth Programs
___ Interview a school district leader who helps coordinate services with adjudicated youth
___ Visit a drug treatment center that provides treatment services for youth

**Class Presentation**
- Select a topic & prepare a 20 minute presentation.
- Prepare a 1-2 page handout to accompany your presentation.

**Class Readings:**
*All students must read:*
(1) NASP training standards
   [http://www.nasponline.org/certification/FinalStandards.pdf](http://www.nasponline.org/certification/FinalStandards.pdf)
(2) The Professional Conduct for School Psychology (NASP ethical guidelines)

*Each class member is assigned readings from the NASP Best Practices book (listed in the chart of assignments) and also 1 historical reading (listed below).*
(1) Read your assigned reading.
(2) Make a 1 pg summary of the reading.
   (a) List the title and reference for the reading.
   (b) Summarize the reading (make a short abstract)---one page maximum. Bullet important information.
   (c) List important names or dates and a short summary associated with the name or date.
(3) Give 10-15 minute review of your reading in class on the assigned day.

**READING LIST**
*NOTE: Best Practices Chapters are listed on the assignment grid/table.*
Historical Readings:
(1) Classics in the History of Psychology -- Witmer (1907)
... To illustrate the operation of the psychological clinic, take ... who had spent four years at school, but had ... in the child's heredity or early history revealed any ...
http://psychclassics.yorku.ca/Witmer/clinical.htm

(2) Classics in the History of Psychology -- James (1904c)
http://psychclassics.yorku.ca/James/chicago.htm

Introduction to Binet (1905/1916) by Henry L. Minton.
Commentary on Binet (1905/1916) and Terman (1916) by Henry L. Minton

(4) Cattell, James McKeen. (1890). Mental tests and measurements. Mind, 15, 373-381. [An account of one of the first attempts at what we would now call intelligence testing.]


(9) Thorndike, Edward L. (1910). The contribution of psychology to education. Journal of Educational Psychology, 1, 5-12. [Early contribution to educational psychology.]

Introduction to Watson (1913) by Christopher D. Green
Commentary on Watson (1913) by Robert H. Wozniak

(11) Henry Goddard (1912). The Kallikak Family. Retrospective versus prospective research

(12) School Psychology: A Blueprint for Training and Practice III
http://www.ispaweb.org/Documents/NASP%20Blueprint%20III.pdf
Grading Rubrics for 606 Activities

Points for class = 100

20 Reading & summarizing readings: 5 points for HX reading, 5 points for NASP internet readings, 5 pts for Best Practices reading, & 5 pts Yell book readings
20 4 reaction papers (5 points per reaction paper)
20 Final examination includes 40 questions (20 pts total –Equals 1/5 of total course pts)
20 In-class presentation with accompanying 1-2 page handout summarizing presentation
20 Portfolio/file of work samples/handouts

4.0 A 94 - 100 points 94 - 100%
3.7 A- 90 - 93.9 points 90 - 93%
3.4 B+ 87 - 89.9 points 87 - 89%
3.0 B 83 - 86.9 points 83 - 86%
2.7 B- 80 - 82.9 points 80 - 82%

| PAPERS |
|------------------|---|---|---|---|---|---|
| 5 pts per paper |
| 4 papers due     | 0 | 1 | 2 | 3 | 4 | 5 |
| #1 Reaction Paper|   |   |   |   |   |   |
| #2 Reaction Paper|   |   |   |   |   |   |
| #3 Reaction Paper|   |   |   |   |   |   |
| #4 Reaction Paper|   |   |   |   |   |   |
| TOTAL POINTS     | 15 = Completed readings & summarized readings in outline & bulleted main points |
|                  | 20 = Completed, summarized, outlined, bulleted, and highlighted main points of readings. Included readings in class discussion. |

SCORING PAPERS:
0= paper is not submitted
1 = minimal writing skill, minimal evidence of understanding & major points are not emphasized, disorganized; numerous typos; and poorly written. 2 = substandard organization; major points are not well developed; several typos and reflects basic writing skills. 3 = adequate writing skill –adequate development, major/important points are identified, but not well developed. 4 = demonstrates above average writing skill, attends to important points, well organized. 5 = exceptional writing skill, well written, information is well organized, points are succinctly and accurately expressed.
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<th>8</th>
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<tr>
<td><strong>In-Class Presentation</strong></td>
<td>Did not participate in presentation</td>
<td>minimal presentation skill; minimal evidence of understanding; includes misinformation; major points are not emphasized; disorganized; and not adequately communicated. Substandard preparation evident.</td>
<td>Substandard organization; major points are not well developed, and reflects basic presentation skills. Basic preparation is evident.</td>
<td>adequate presentation skill – adequate development, major/important points are identified, but not well developed. Preparation is evident</td>
<td>demonstrates above average presentation skill, attends important points, well organized. Adequate preparation is evident</td>
<td>Professionally presented (dress and skill in presenting are appropriate). Points are clearly communicated and build audience interest. Extensive preparation is evident.</td>
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<td><strong>Handout accompanying presentation</strong></td>
<td>Did not prepare handout.</td>
<td>minimal writing skill, minimal evidence of understanding; major points are not emphasized, disorganized; numerous typos; and poorly written.</td>
<td>Substandard organization; major points are not well developed; several typos; reflects basic writing skills.</td>
<td>adequate writing skill – adequate development, major/important points are identified, but not well developed</td>
<td>demonstrates above average writing skill, attends to important points, well organized.</td>
<td>Exceptional writing skill, well written, information is well organized, points are succinctly and accurately expressed.</td>
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**PORTFOLIO**

**NOTE:** PORTFOLIO turned in on/before deadline: 0= NO & 2= YES (2 points possible)

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<tr>
<th>PORTFOLIO (20 pts total)</th>
<th>0 Unsatisfactory</th>
<th>1 Basic</th>
<th>2 Satisfactory</th>
<th>3 Distinguished</th>
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<tr>
<td>Included required materials</td>
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<td>Materials representative of class activities</td>
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<td>Materials are organized into the NASP Domains, including a cover sheet describing work samples &amp; development of competency in specific domain.</td>
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<td>DOMAIN VI School and Systems Organization, policy development and school climate</td>
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