

Grand Valley State University
Introduction to School Psychology
PSY 500

Instructor Information:

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Course Information

CRN: 22540
Location: 1202 ASH
Thursday 8:30 – 11:20

Office Hours: T/Th, 11:30 – 12:30 or by
appointment.

Course Description:

This course will present an introduction to the theory, role, and function of school psychology as an academic and scientific discipline, as well as a professional field. Emphasis will be placed on understanding a behaviorally-oriented, intervention-focused, and empirically driven view of school psychology.

Pre-requisites:

Admission to the school psychology program or instructor permission.

Required Textbook:

Best Practices in School Psychology - NASP

Why Are All the Black Kids Sitting Together in the Cafeteria? By Beverly Daniel Tatum.

Additional Readings will be placed on blackboard.

Grading:

94% and above	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
60% - 67%	D
60% and below	F

Note: You must earn a B or better in the course to remain in good standing in the School Psychology program

Course Objectives

- Describe the profession of School Psychology, including roles, functions, responsibilities, and historical development.
- Demonstrate their knowledge of, and ability to evaluate, empirically driven practices in school psychology and contemporary models of professional service delivery in schools.
- Describe and apply ethical and legal standards in the field of School Psychology.
- Demonstrate their ability to think and solve problems consistent with the scientist-practitioner model of training.

Course Requirements: 233 points total

Participation and professionalism:

Discussion and peer feedback are an integral part of this course. Seminar courses should encourage candidates to actively engage in an exploration of issues in a particular area and the exchange of ideas and information. While random discourse and discussion can be interesting, the goal of this course is to begin the process of critically examining the nature of schools and the provision of psychological services to children, families and school personnel.

Class time will be devoted to discussing issues, concerns and ideas raised by the assigned readings. Possible implications for school psychologists and school personnel will be emphasized. You are encouraged to share your perceptions, personal experiences or other information you come across that relates to various issues and trends presented in the books selected. It is hoped that by having an honest, thought provoking discussion about the issues related to children, families and education, all will be enriched, challenged and enlightened by the process. Remember: active intellectual discourse is necessary for continued growth within any chosen profession.

You are expected to come to class weekly, arrive on time and be prepared to actively participate in all discussions. Various viewpoints, experiences and questions are encouraged and will be respected by all class members. Disagreement, while welcome, should be framed within the context of respectful dialogue, a positive exchange of ideas and constructive and supportive feedback will enhance skills develop among each class member. If a candidate repeatedly arrives late for class or displays unprofessional or disrespectful behavior during class (including, but not limited to: texting, reading and/or sending email or Instagram, or Facebook posts, etc.) that candidate's grade may be reduced by 10%. Candidates who exhibit exemplar participation across the semester will be given special consideration in cases of a final borderline grade.

Reading Discussion Questions: 33 points (3 points/week)

Each week, you must submit three discussion questions from that week's assigned readings. The discussion questions should demonstrate an understanding of the content, and elicit a class discussion. Discussion questions must be posted by Tuesday evening at midnight. You will post your questions in the discussion board on Blackboard. Each week, I will create a thread. Post your questions in the response to the thread. I will typically select 3-5 questions a week to discuss in class.

Book Discussion and Reflection: 30pts

As a class, we will read "Why are all the Black kids sitting together in the cafeteria" by Beverly Daniel Tatum. During the semester, we will read and discuss the book and how it applies to practice in the schools. You will be required to submit discussion questions as a part of these discussions. In addition, after the book discussion is complete, you must write a brief (3-4 page) reflection on how the book and discussion will inform your practice as a school psychologist. More detailed information will be provided on Blackboard.

Theoretical Foundations Group Presentation: 10pts

For this assignment, the class will be divided into two groups of six. Everyone will be assigned one chapter from the Burns et al book to read, summarize, and present to their peers. More detailed information will be provided on Blackboard.

Michigan Association of School Psychologists Conference Attendance and Reflection: 30 pts

During week 10, we will attend the annual conference of the Michigan Association of School Psychologists in Grand Rapids. We will not meet on November 7 (but you WILL be meeting with your assessment class that day- Stay tuned for more information). The conference is on November 9 and 10. This a great opportunity to interact with other school psychologists, see talks from national presenters, and become involved in the profession. You must submit a 2-3 page reflection that includes the sessions that you attended, what information you found most interesting/beneficial, and areas that you would like more information or clarification. If you are unable to attend the conference, you must complete an alternative assignment. This will involve attending a different professional development activity and writing a reflection.

Best Practices Chapter Presentation: 40pts

An integral part of your training in school psychology will come from information gathered through independent research and study relevant to the discipline. The goal is to expand a candidate's knowledgebase beyond the information provided in the texts for this class by exploring computer-based data bases, blogs and Internet sites that might be useful in areas that relate to school psychology specifically and education in general.

You will select a topic based on one chapter out of *Best Practices in School Psychology*. After reviewing the chapter, you must find additional resources related to the topic. After completing a brief literature review, you will develop and deliver a 15-minute presentation to the class. The presentation should be developed and delivered as if you were presenting the information to a school staff. You must also develop a 1-2 page handout for the presentation.

Philosophy and Vision of School Psychology Paper: (30 pts)

Each student will write a 3-4 page paper on their philosophy of school psychology and their vision of our field's future. Students should demonstrate critical thinking on the knowledge that they have acquired throughout the quarter, i.e., integrate class lectures, discussions, and readings. This paper will be submitted as a part of your annual review portfolio, and will continue to be updated and revised during the program.

Self-evaluation of NASP Domains (10pts):

Throughout the program, you will be required to submit a self-reflection on your level of competence within each of the NASP ten domains of practice. At the end of the semester, you will complete your first reflection. We will work in small groups to discuss progress across the domains. Following this discussion, you will complete a written reflection.

Systems Level Project: Ecological Approach (50 points)

You will work with the other school psychology student(s) at your practicum school district to construct an ecological appraisal of the school/district. This activity involves interviewing school personnel and gather information about the school from other sources as well (e.g., school board meetings, websites). Information will include the characteristics of the population served by the school, the nature of services provided, how schools cooperate with community agencies, restructuring efforts, and how families are involved in their children's educational programs. Each team of students will report findings in class. If you are the only student at the site, you will complete this project independently. Presentations should be limited to 15 minutes. More information will be given to you in class.

Policies and Procedures

You are expected to abide by the GVSU student code (<http://www.gvsu.edu/studentcode/>) and the

ethical principles of the National Association of School Psychologists (<http://www.nasponline.org/standards/ethics/ethical-conduct-professional-practices.aspx>). These principles serve as a guide to students' behavior both on and off-campus. This includes (1) arriving on time, (2) leaving at the scheduled time and not before, appropriately engaging during courses and practicum activities, and (4) respecting confidentiality. When in the schools, you represent the School Psychology program as well as the University and we expect your behavior to be professional, respectful, and responsible. Violations of the ethical and professional standards may result in a lowered grade and may be grounds for dismissal from the program.

Attendance:

You are expected to attend and participate in all classes. It is expected that you will be on time for the start of class and stay for the duration of class (i.e., not leave early). Please contact me in advance if you anticipate missing a class or have a legitimate reason for coming late or leaving early. As this class only meets once per week, missing a class will involve missing a *significant* amount of course content. If you miss a class for any reason, you are responsible for obtaining any information missed through a classmate and meeting with me to go over any questions you have. Student absences due to religious holidays will be accommodated per the GVSU policies on inclusion. If a conflict exists between the course and a religious observance, students must request a religious accommodation from me within the first two weeks of the semester or as soon as possible so alternative arrangements can be made.

Assignments and Late Work:

The work to be done for this class includes completing the assigned readings, participating in class discussion, presentations, and writing papers/reflections. All written assignments should be turned in via Blackboard by the start of class on the due date unless otherwise noted. Professional writing is an important part of your training as a psychologist and your writing will be evaluated in all assignments. Professional writing is clear, well-organized, uses sentence and paragraph structure to convey content, avoids passive voice, and is free from typographical error, misspellings, and grammatical errors. Further, professional writing balances critical reflection with strengths of the material or information. All work for the course MUST be completed in 12-point Times New Roman font with 1-inch page margins (note that often times the default is 1.25-inch margins and must be changed).

Papers should use APA style when citing sources within text as well as in preparing the reference list. Refer to the publication manual for specific guidelines: American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.) Washington, D.C.: Author.

Late work is strongly discouraged and I recommend that you avoid late work as much as possible. Assignments turned in after the deadline will be penalized by 25% of the original point value. After three days, assignments will not be graded and be assigned a "0."

Computer Use:

Laptops/tablets may be used during class time for taking notes, or other class-related activities (doing research for an in-class activity, etc.). Please refrain from engaging in non-class related activities during lecture. It is distracting to me and your fellow classmates. If computer use becomes problematic during lecture, I may implement a “no electronics” policy. In addition, please turn off cell phones during class, unless you are the primary caregiver for another individual (turn to vibrate).

Lecture Notes:

Lecture notes will be posted on Blackboard before class starts. Please be aware that this may not occur until the morning before class starts. I will make every effort to post notes the evening before class, but it is likely that they will not become available until the morning before class. Lecture notes are a privilege, not a right. Also, the lecture notes do not contain all of the relevant information – please take additional notes.

Canceled Classes:

If I have to cancel a class, I will notify you ASAP via email. If classes are canceled at the university, this class will not meet. Please check your university email regularly, as I may have directions for an alternative activity.

Classroom Expectations:

Please engage in respectful behavior while in this class. This includes: arriving on-time, engaging with the content, and waiting to pack up your items until after I have completed the lecture. In addition, please refrain from sidebar conversations, and remain on-task during small group activities.

Accommodations for Students with Disabilities:

If there is any student in this class who has special needs because of a learning, physical, or other disability, please contact me or Disability Support Services (DSS) at 331-2490. Although students with disabilities are held to the same academic standards as all other students, accommodations will be provided for you, as appropriate. Where warranted, accommodations will also be provided to students without a diagnosed disability if that student discusses the specific need with me and the accommodation appears to be justified. Furthermore, if you have a disability and think you will need assistance evacuating this classroom and/or building in an emergency situation, please make me aware so I can develop a plan to assist you.

Academic Integrity and Plagiarism:

It is your responsibility as a student to maintain academic integrity and not give any appearance of a violation. You will do original work and will not take or receive the efforts of another person on any test or assignment, use unauthorized resources on quizzes or

tests, plagiarize, or give/sell other students papers or assignments not authorized by me. You are responsible for making yourself aware of and for understanding the policies and procedures that pertain to academic integrity. To that end, be sure to familiarize yourself with the GVSU Student Code [Section 223.01] related to academic integrity. Furthermore, be sure to reference sources at all times. If you are uncertain about such an issue prior to submission of an assignment, project, or test, please see me so we can eliminate that uncertainty.

If you have questions regarding the appropriate use of citations and plagiarism, please contact the instructor BEFORE turning the assignment in. Please note that taking extensive content word-for-word from a journal, book or website is considered plagiarism.

This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>

Course Schedule

Readings are due the date of the lecture topic. It is possible that this schedule will change, as some weeks we will move more rapidly, and some more slowly. However, general deadlines will remain the same unless otherwise indicated by the professor.

Reading Abbreviations:

Best Practices: Data-based and Collaborative Decision Making (BP:DM)

Best Practices: Foundations (BP:F)

Best Practices: Student Level Services (BP: ST)

Best Practices: System Level Services (BP:SY)

Dates	Topic	Readings	Assignments
Week 1 8/27	Introductions Program information	Program handbook	Program handbook assignment (in-class)
Week 2 9/5	Foundations and Historical Context	BP:DM, Ch. 2, 4	DQ posted by 9/3
Week 3 9/12	Employment and Credentialing NASP Practice Model	Merrell Ch. 4, 5 BP:F Ch.37 BP: DM Ch. 1	DQ posted by 9/10
Week 4: 9/19	MTSS overview School-based consultation	Burns Ch. 4	DQ posted by 9/17
Week 5: 9/26	Theoretical Foundations in School Psychology	Burns Ch. 10 - 15	Group Presentation Activity
Week 6: 10/3	Legal and Ethical Issues	Burns Ch. 2	DQ posted by 10/1
Week 7: 10/10	School Psychology and Social Justice	Tatum Book Discussion	DQ posted by 10/8 Book Discussion
Week 8: 10/17	School Systems Working in complex environments	Burns Ch 26-27	DQ posted by 10/15 Ecological Presentation Due
Week 9: 10/24	School Psychology and Assessment	BP:DM: Ch. 7, 9 Burns Ch 16, 19	DQ posted by 10/22
Week 10: 10/31	School Psychology and Academic Intervention	Burns Ch. 22, 25	DQ posted by 10/29 Ecological Assessment Class Presentations

Week 11: 11/7	MASP Conference		
Week 12: 11/14	School Psychology and Behavior Support	Burns, Ch. 20, 21	DQ posted by 11/12 MASP reflection due
Week 13: 11/21	School Psychologists Role in Mental Health	Burns Ch. 23, 24	DQ posted by 11/19 BP Presentations
Week 14: 11/28: Thanksgiving	No Class		
Week 15: 12/5	NASP domains self-reflection		BP Presentations Self-reflection activity
Finals Week: 12/12	Thursday, December 12, 8:00am		School Psychology Vision Paper due

