

Grand Valley State University
Introduction to School Psychology
PSY 500

Instructor Information:

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Office Hours: Tuesdays from 1 pm to 3 pm or by appointment.

Course Information

CRN: 22540
Location: Au Sable 1117
Tuesdays 8:30 am-11:15 am

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.

Course Objectives:

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

Pre-requisites:

Admission to the school psychology program or instructor permission.

Required Textbook:

- 1) Best Practices in School Psychology – NASP. This is available in the student offices.
- 2) *Why Are All the Black Kids Sitting Together in the Cafeteria*, by Beverly Daniel Tatum **Make sure you get the Twentieth Anniversary Edition
- 3) Additional articles/chapter will be placed on blackboard.

Grading:

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| 93% 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. According to Graduate School Policy, a grade of C- or lower is considered not passing and the course must be retaken and passed to earn your degree.

Course Requirements

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.

Our weekly synchronous meetings 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.

Reading Summaries: 50 pts (10 summaries @ 5pts/summary)

To assist you in developing skills that are critical for graduate school, this course will require weekly reading summaries. Although this may seem like “busy” work, being able to read a large amount of material (in a short period of time), outline the main points, and integrate information into your growing body of knowledge is a critical skill for school psychologists. To assist you in mastering this skill, I am assigning brief reading summaries from the course content. Each week (beginning week 3), you must provide a 1-page (single-

spaced) reading summary. Your summary should identify the main points of the chapter/article, and summarize critical points. If there are multiple chapters/articles assigned for a week, you must select 1 to summarize and turn in. Because these reading summaries are designed to assist you in learning, you do not need to use APA format, and these may be formatted in a way that you find useful (bulleted list, paragraph, etc.). Please submit these on Blackboard.

Book Discussion and Responses: 30pts (10 points each- due dates below)

As a class, we will read a book that is focused on a topic related to serving diverse populations in educational settings. The book we are reading this year is *Why Are All the Black Kids Sitting Together in the Cafeteria*, by Beverly Daniel Tatum (Make sure you get the Twentieth Anniversary Edition).

During the semester, we will read and discuss the book and how it applies to practice in the schools. As you read the book, you will respond to discussion questions in a journal format. The responses will be divided into 3 parts:

- 1) September 28: Intro and Part 1, pages 1-110
- 2) October 19: Parts 2-3
- 3) November 16: Parts 4-5

Application Items: 35pts

Throughout the semester, there will be small assignments related to our synchronous class meetings. These may include completing application problems, delivering a brief (5-min) talk to a small group on an assigned topic, or other activities. Activities will be completed in class.

Michigan Association of School Psychologists Conference Attendance and Reflection: 5 pts

Due November 23

During the semester, you will attend a conference of the Michigan Association of School Psychologists. The conference dates are yet to be announced but the plan is for them to have a number of webinars throughout the year. You will choose at least 1 to attend. This is a great opportunity to interact with other school psychologists, see talks from national presenters, and become involved in the profession. You must submit a 1-2 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. As the conference is online, it is expected that you attend and represent our program.

Team Paper: Ecological Approach (20 points)

Due November 2

You will work with the other school psychology student(s) at your practicum school to construct an ecological appraisal of the school/district. This activity involves interviewing school personnel and gathering 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 informally. If you are the only student at the site, you will complete this project independently. These will not be formal presentations, rather a whole group discussion on your findings. Your findings should be presented in a paper format and submitted 1 paper per group. More information will be provided in class at on Blackboard.

Attend a Team Meeting and Reflect (5 points)

Due November 9

For this assignment you need to attend at least 1 entire team meeting at your school. You will coordinate this through your teacher, administrator, or school psychologist. It can be any type of meeting that a school psychologist would typically attend, including but not limited to: Child Study Team Meeting, Student Success Team Meeting, Data Benchmark/Progress Monitoring Meeting, MTSS/PBIS Meeting, School Improvement Team Meeting, etc. After attending the meeting, you will write a 1-2-page reflection summarizing what the type of meeting, content of the meeting, and how the meeting went. What went well and what could improve? What was the role of the school psychologist (if any) at the meeting?

Best Practices Chapter Presentation: 40pts

Due November 30

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.

FINAL EXAM

Due December 14 at 11:59 PM

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. More information and an example will be provided on Blackboard.

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| Course Policies |
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Attendance: Attendance is required at all class sessions, unless excused by the instructor.

Assignments: All assignments are due at the beginning of class on the date listed in the syllabus. Please submit an electronic copy on Blackboard and turn in a hard copy to me in class. Late assignments will receive a 15% reduction and will be accepted up to 3 days late unless approved by the instructor prior to the due date.

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 engaging in some way with the class while online (raising hand, chatting, conversing in large and small groups). Please refrain from sidebar conversations using private chat or texting 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: Students are expected to adhere to the university's policies on Academic Honesty. These policies are described in the catalog and in the Student Code. Cheating and plagiarism will be dealt with as per the procedures described in the Student Code.

Plagiarism: As described in Section 223.01 of the Student Code, “any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one's own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students ... Any student who fails to give credit in written or oral work for the ideas or materials that have been taken from another is guilty of plagiarism.” In sum, copying the work of any other individual, whether that of another student, researcher, author or editor is considered plagiarism. This is not acceptable and will be dealt with according to the policies set forth in the Student Code, which may include receiving a 0 on the assignment, failing the course, and/or other university consequences. 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.

University Policies

Please follow this link to the University's policies: www.gvsu.edu/coursepolicies.

Instructional Policies: <https://www.gvsu.edu/policies/policy.htm?policyId=AD248F32-B518-70C6-98F1C451D2CBF2E1&search=SG+3.04>

Religious Inclusion Policy: <https://www.gvsu.edu/policies/policy.htm?policyId=129535EB-9F42-2683-61E9033594C870D2&search=PC+9.6>

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: 8/31 | Introductions Program information | Program handbook | |
| Unit 1: 9/7 | What is school psychology? | BP:DM Ch. 1 NASP standards p1 – 14 | Reading Summary |
| Week 3: 9/14 | Historical context | BP:DM Ch. 4 BP: F Ch 29 Florrell (Burns, Ch 16) | Reading Summary |
| Week 4: 9/21 | Employment, Credentialing, Training Guest Speaker: Carl Brown, speech lab | Merrell Ch. 4, 5 BP:F Ch.37 | Reading Summary |
| Week 5: 9/28 | Problem-solving, MTSS, and alternative models | BP: DB Ch 2 & 3 | Reading Summary + Why are all the Black Kids Sitting Together... Book reflection on Intro and Part 1, pages 1-110 |
| Week 6: 10/5 | Legal Foundations | Decker (Burns, Ch 2) BP: F Ch 31 | Reading Summary |
| Week 7: 10/12 | School Psychology and Social Justice Supporting LGBTQIA+ Students in School | BP: F Ch 2 BP: F Ch 15 BP: f Ch 16 GUEST SPEAKER: Tracy Hobbs | Reading Summary |

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| Week 8: 10/19 | School Psychology and Social Justice + Book Reflection | BP: F Ch 3 Adamowski (Burns, Ch 26) Oyen (Burns, Ch 28) | Book reflection on Parts 2-3 |
| Week 9: 10/26 | Fall Break- NO CLASS | | |
| Week 10: 11/2 | Special Education Process + Ecological Assessment Results and Discussion | MARSE Rules and Regulations Articles on Bb | Reading Summary Ecological Assessment Due 11/2 |
| Week 11: 11/9 | Prevention and Intervention: Academics + Team Meeting Discussion | BP: SY Ch 4 Articles on Bb Best practices presentations | Reading Summary Team Meeting Reflection due 11/9 |
| Week 12: 11/16 | Prevention and Intervention: Social Behavior | BP:SY Ch 12 Articles on Bb Best practices presentations | Reading Summary + Book Reflection Parts 4 and 5 |
| Week 13: 11/23 | Thanksgiving Break: No New Content! | | MASP Conference Reflection due 11/23 |

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| Week 14: 11/30 | State of the field and future of the field: | VanDerHeyden, et al (Burns Ch 30) BP presentations | Reading Summary BP Presentation due 11/30 |
| Week 15: 12/7 | Contemporary Issues: Intellectual Testing- Views and Controversial Issues | Radio Lab + Documentary Discussion | No Reading Summary- work on your final papers |
| Final Exam | | | School Psychology Vision and Self Reflection papers due 12/14 |