

**PSYX 580: Principles and Practices of Professional School Psychology  
Fall 2015**

**Course location and time**

Skaggs 303

Tuesday/Thursday 10:40 am – 12:00 pm

**Instructor information**

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

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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, 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. 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., & Hartshorne, T. S. (2011). *Ethics and Law for School Psychologists* (6<sup>th</sup> Ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2012). *School Psychology for the 21<sup>st</sup> Century: Foundations and Practices* (2<sup>nd</sup> 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 Ed.S. 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.

Annan, J., & Priestley, A. (2012). A contemporary story of school psychology. *School Psychology International*, 33, 325-344. doi: 10.1177/0143034311412845

Brown, J. A., Jimerson, S. R., & Comerchero, V. A. (2014). Cognitive development considerations to support bereaved students: Practical applications for school psychologists. *Contemporary School Psychology*. Advance online publication. doi: 10.1007/s40688-014-0018-6

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 (3<sup>rd</sup> 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
- Heath, M. A., Leavy, D., Hansen, K., Ryan, K., Lawrence, L., & Sonntag, A. G. (2008). Coping with grief: Guidelines and resources for assisting children. *Intervention in School and Clinic, 43*, 259-269. doi: 10.1177/1053451208314493
- 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 Papers – 5 points each/**total** 15 points

You will be asked to write a 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. **Three** reaction papers are due on the dates listed below. They 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 these reaction papers and not solely summarize the information presented.

Reaction Paper #	Readings (Authors)	Due Date
1	Doble & Yarrow (2007) <b>AND</b> Fryberg, Covarrubias, & Burack (2013)	09/17/15
2	Merrell, Ervin, & Gimpel Chapter 5 <b>AND</b> Farrell, Jimerson, Kalambouka, & Benoit (2005)	10/01/15
3	Annan & Priestley (2012) <b>AND</b> Merrell, Ervin, & Gimpel Chapter 13	12/08/15

3. Brief essay on the Response-to-Intervention (RTI) tiered services delivery framework and how problem-solving drives the RTI process (20 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**. 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.

4. Interview with a School Psychologist (15 points)

You will conduct an interview with a practicing school psychologist, and write a brief **three page** written synopsis of the interview highlights and your reaction to the interview (10 points). You will present your paper during an in-class presentation that

will include facilitating discussion among your colleagues (5 points). 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.

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. You may also wish to engage in an activity that promotes the field at your practicum site. 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.

6. Final Exam (25 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. You may bring a copy of the APA & NASP ethics codes to use as a reference during part 2 of 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	September 1	Course Introduction	
	September 3	Introduction to the Field and Ethics in School Psychology	MEG Ch. 1 JDH Ch. 1
2	September 8	Historical Context & Development of School Psychology	MEG Ch. 2 Fagan & Wise (2007) Ch.2
	September 10	Evolution of School Psychology to Science-Based Practice; Law & School Psychology	Sheridan & Gutkin (2000) JDH Ch. 2
3	September 15	Cultural & Linguistic Diversity in School Psychology	MEG Ch. 3 O'Bryon & Rogers (2010)
	September 17	Cultural & Linguistic Diversity: American Indians Guest Speaker: Dr. Gyda Swaney <b>DUE: Reaction Paper 1</b>	Juneau (2001) <b>*Doble &amp; Yarrow (2007)</b> <b>*Fryberg, Covarrubias, &amp; Burack (2013)</b>
4	September 22	Response to Intervention (RTI) and Problem Solving Model Guest Speaker: Dr. Margaret Beebe-Frankenberger	MEG Ch. 7 BP-VI Ch. 25 (p. 329, Foundations)
	September 24	Response to Intervention (RTI) and Problem Solving Model	Gresham (2013) Sullivan (2010)
5	September 29	Training & Credentialing Issues	MEG Ch. 4 BP-VI Ch. 40 (p. 541, Foundations)
	October 1	Working as a School Psychologist: Employment Trends, Opportunities, and Challenges Guest Speaker: Dr. Libby Schaughency <b>DUE: Reaction Paper 2</b>	<b>*MEG Ch. 5</b> <b>*Farrell, Jimerson, Kalambouka, &amp; Benoit (2005)</b>
6	October 6	Ethical & Legal Issues in School Psychology: Overview	MEG 6 BP-VI Ch. 32 (p. 437, Foundations)
	October 8	NASP Principles for Professional Ethics APA Ethics & Code of Conduct	JDH App. A p. 261-283 JDH App. B p. 285-307



Week	Date	Topics and Assignment Due	Required Readings
7	October 13	Privacy & Informed Consent	JDH Ch. 3
	October 15	Confidentiality & Record Keeping	Rosenfeld (2010)
8	October 20	Ethical & Legal Issues: IDEIA PART 1	JDH Ch. 4
	October 22	Ethical & Legal Issues: IDEIA PART 2	JDH Ch. 4
9	October 27	Section 504 and the American Disabilities Act Ethical and Professional Digital Considerations <b>DUE: RTI Process and Problem Solving Paper</b>	JDH Ch. 5 BP-VI Ch. 34 (p. 459, Foundations)
	October 29	The School Psychologist's Role in Assessment	MEG Ch. 8 BP-VI Ch. 22 (p. 331, Data-Based and Collaborative Decision Making)
10	November 3	Ethical & Legal Issues in Psychoeducational Assessment	JDH Ch. 6
	November 5	School Psychologist's Role in Prevention and Intervention (Academic)	MEG Ch. 9 BP-VI Ch. 2 (p. 19, Student-Level Services)
11	November 10	School Psychologist's Role in Prevention and Intervention (Social-Emotional/Behavior)	MEG Ch. 10 BP-VI Ch. 15 (p. 213, Student-Level Services)
	November 12	<b>DUE: Interview with a School Psychologist Paper, Presentation, and Discussion</b>	In-Class Presentations
12	November 17	Ethical & Legal Issues in School-Based Interventions	JDH Ch. 7
	November 19	<b>DUE: National School Psychology Awareness Week Presentations and Report</b>	In-Class Presentations
13	November 24	School Psychologist's Role in Consultation	MEG Ch. 11 BP-VI Ch. 29 (p. 449, Data-Based and Collaborative Decision Making)
	November 26	Thanksgiving Holiday- No Class	

Week	Date	Topics and Assignment Due	Required Readings
14	December 1	Ethical & Legal Issues in Consultation	JDH Ch. 8 & 9
	December 3	School Psychologist's Role in Research and Evaluation; Ethical Issues in School-Based Research	MEG Ch. 12 JDH 10
15	December 8	Mapping the Future of School Psychology/ Summary and Review <b>DUE: Reaction Paper 3</b>	<b>*MEG Ch. 13</b> <b>*Annan &amp; Priestley (2012)</b>
	December 10	Special Topic: Introduction to Supporting Bereaved Youth	Brown, Jimerson, & Comerchero (2014) Heath et al. (2008)
16	December 15	<b>Final Exam</b>	None Assigned

**\*Denotes readings for which reaction papers are to be written**

MEG = Merrell, Ervin, & Gimpel

JDH = Jacob, Decker, & Hartshorne

BP-VI= Best Practices VI