

Sam Houston State University
College of Humanities and Social Sciences
Department of Psychology and Philosophy

Course Syllabus

Psychology 539: **Advanced School Psychology**, 3 semester hours, Fall 2007
Mondays 2:00 p.m. – 4:50 p.m.
Room 301, Academic Building IV (AB IV)

Instructor: Dr. Thomas A. Wood
Academic Building IV, Room 332
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Office Hours: 10:00 a.m. - 11:00 a.m. Tuesday and Thursday
1:00 p.m. - 2:00 p.m. Monday and Wednesday
Other times by appointment

Course Description:

Psychology 539 (PSY 539) is designed to acquaint the student with history, theory, delivery models and techniques underlying the practice of school psychology. It is also designed to help students prepare for the National School Psychology Certification Exam.

Topics will include but not be limited to the following:

- History and Development of School Psychology
- Various Roles of the School Psychologist
- Direct and Indirect School Psychology Service Delivery Models
- Assessment and Intervention Issues
- Legal and Ethical Issues
- The Politics and Future of School Psychology

Prerequisites:

18 hours of undergraduate psychology courses

Methods of Instruction:

Methods will include lectures, discussion, and group activities, guest lectures, and field experiences. Students are responsible for the material in the required textbooks and readings even if not specifically covered in class.

Course Objectives:

- The student will become knowledgeable of the history of school psychology.
- The student will become knowledgeable of the legal and ethical issues related to school psychology and the delivery of school psychological services.
- The student will become knowledgeable of the concept of providing inservice training to teachers in the public schools.
- The student will have an opportunity to observe the work of the school psychologist in the public schools.
- The student will have the opportunity to demonstrate competence in the use of technology.

Required Textbooks:

Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2006). School psychology for the 21st century. New York: Guilford.

Hays, J R., Sutter, E. & McPherson, R. (Eds.) (2005). Texas law and the practice of psychology: A sourcebook. Houston: Texas Psychology Association.

Program handbook school psychology, SHSU. (2006). Huntsville: Department of Psychology and Philosophy.

Commissioner's rules, special education. (2007). Austin: Texas Education Agency.

Suggested Readings:

Thomas, A. & Grimes, J. (Eds.) (2002). Best practices in school psychology IV. Washington, D.C.: National Association of School Psychologists.

Suggested Readings: (continued)

Reynolds, C R. & Gutkin, T. B. (Eds.) (1999). The handbook of school psychology (3rd Ed.), New York: Wiley.

Kagin, T. K. & Wise, P. S. (2007). School Psychology: Past, Present, and Future (2nd Ed.), Washington: D.C.: National Association of School Psychologists.

Attendance Policy:

It is expected that students will attend all classes and present an acceptable excuse for an absence. One 3 hour class may be missed without an excuse.

Exams:

There will be 2 essay exams in this course, one at midterm and a final exam.

Grading Plan:

The final grades for this course will be calculated as follows:

Exams 2 @ 100 points each = 200 points
Literature Review = 250 points
Interviews 2 @ 100 points each = 200 points
Portfolio = 100 points
Workshop = 250 points
Total = 1000 points

Grade Breakdown:

A = 900 - 1000 points
B = 800 - 899 points
C = 700 - 799 points
F= less than 700 points

Extra Credit:

Attendance at Texas Association of School Psychologists Annual Professional Development Conference = 100 points

Academic Dishonesty:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Americans with Disabilities Act:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If a student has a disability that may affect adversely his/her work in this class, then the student is encouraged to register with the SHSU Counseling Center and to talk with the instructor about how best to deal with the situation. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until the student registers with the Counseling Center.

Religious Holidays:

Section 51.911 (b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for the absence and shall be allowed to take an examination or complete

an assignment from which the student is excused within a reasonable time after the absence. "Religious holy day" means a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20, Tax Code.

Visitors in the Classroom:

Unannounced visitors to class must present a current, official SHSU identification card to be permitted into the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor's discretion whether or not the visitor will be allowed to remain in the classroom.

This policy is not intended to discourage the occasional visiting of classes by responsible persons. Obviously, however, the visiting of a particular class should be occasional and not regular, and it should in no way constitute interference with registered members of the class or the educational process.

Instructor Evaluations:

Students will be asked to complete a course/instructor evaluation form toward the end of the semester.

Assignments:

Each student will complete the following assignments:

- Present a portfolio that contains the following:
 1. Curriculum Vita
 2. Letter of application to a school psychology internship site
 3. A one page description of the role and scope of a school psychologist
 4. A brochure designed for parents that provides information about IDEA
- Shadow a school psychologist for two school days and provide a written report.
- Interview a school psychologist and Director of Special Education or Director of Psychological Services and present a written report.

Assignments: (continued)

- Present a review of the literature (20-25 pages) in APA style on a topic related to school psychology. Topic must be approved by instructor.
- Present a one hour professional workshop on power-point to the PSY 539 class and to a group in the university, public schools, or community. Topic must be approved by instructor. A copy of the power-point will be provided to the instructor and to each class member.

Required Supplies: Textbook, paper, pens, and stapler

Study Tips:

Suggestions regarding how to study will be provided by the instructor. Students having major difficulty should avail themselves to the SAM Center on the second floor of the Academic Building IV for study assistance.

Classroom Rules of Conduct:

Students in PSY 539 are expected to behave like adults. Use of cell phones in the classroom is prohibited. Students should review the Code of Student Conduct and Discipline at <https://www.shsu.edu/students/guide/dean/codeofconduct.html>.

Tentative Schedule for Psychology 539

<u>Date (2007)</u>	<u>Topics</u>	<u>Reading</u>
8/20	Course Introduction, Syllabus, etc.	None
8/27	Introduction to School Psychology Historical Contexts	Chapter 1 & 2
9/3	No class – SHSU holiday	None
9/10	School Psychology and Cultural Diversity Credentialing Curriculum Vita due	Chapters 3 & 4
9/17	Employment Trends in School Psychology Legal Issues Letter due	Chapters 5 & 6
9/24	Ethical Issues School Psychologists Role Description due	Hays, Sutton & McPherson
10/1	Facilitating Change School Psychologists Role in Assessment	Chapters 7 & 8
10/8	Midterm Exam	None
10/15	Prevention and Intervention I & II Interview due	Chapters 9 & 10
10/22	Student Presentation Systems Change Interview due	Chapter 11
10/29	Student Presentation Research and Evaluation IDEA Brochure due	Chapter 12

Tentative Schedule for Psychology 539 (continued)

<u>Date (2007)</u>	<u>Topics</u>	<u>Reading</u>
11/5	Student Presentation Future of School Psychology	Chapter 13
11/12	Student Presentation Response to Intervention	Handout
11/19	Student Presentation Internship Shadow Report due	SHSU Handbook
11/26	Wrap-Up Literature Review due	None
12/4	Final Exam Portfolio due	None

REFERENCE READINGS:

- Alesi, G. J., and Kaye, J. H. (1983). Behavior assessment for school psychologists. Kent, Ohio: National Association of School Psychologists.
- Barkley, R. A. (1998). Attention deficit hyperactivity disorders: A handbook for diagnosis and treatment. Guilford Publications.
- Bear, G.G., Minke, K. M., & Thomas, A. (Eds). (1997) Children's needs II: Developmental problems and alternatives. Kent, Ohio: National Association of School Psychologists.
- Bergan, J. R. (1985). School psychology in contemporary society: An introduction. Columbus, Ohio: Charles Merrill Publishing Company.
- Christenson, S. L., & Conoley, J. C. (Eds.). (1992). Home-school collaboration: Enhancing children's academic and social competence. Kent, Ohio: National Association of School Psychologists.
- Conoley, J. C., and Conoley, C. W. (1982). School consultation: a guide to practice and training. New York: Pergamon Press.
- D'Amato, R. C., & Dean, R. S. (Eds.). (1989). The school psychologist in nontraditional settings: Integrating clients, services, and settings. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- DuPaul, G. J., & Stoner, G. (1994). ADHD in the schools: Assessment and intervention strategies. Guilford.
- Elliott, S. N., & Witt, J. C. (Eds.). (1986). The delivery of psychological services in schools: Concepts, processes, and issues. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Gelfand, D. M. (1984). Child behavior analysis and theory. New York: Pergamon Press.
- Goldstein, A. P. & Conoley, J. C. (Eds.). (1997). School Violence Intervention. Guilford Publications.
- Goldstein, S. (1994). Understanding and managing children's classroom behavior. New York: John Wiley & Sons.
- Kamphaus, R. W. (1993) Clinical assessment of children's intelligence: A handbook for professional practice. Allyn and Bacon.
- Kaufman, A. S. (1994). Intelligent testing with the WISC-III. New York: John Wiley & Sons.
- Kratochwill, T. R. (Ed.). (1981-1990). Advances in school psychology (Vols. 1-7). Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Marks, E. S. (1991). A handbook of entry strategies in school consultation. Hillsdale, New Jersey: Lawrence Erlbaum Associates.

- Mash, E. J., & Terdal, L. G. (Eds.). (1988). Behavioral assessment of childhood disorders second edition: Selected core problems. Guilford Publications.
- Medway, F. J., & Cafferty, T. P. (1991). School psychology: A social psychological perspective. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Ollendick, T. H. and Hersen, M. H. (1984). Child behavioral assessment: Principles and procedures. New York: Pergamon Press.
- Osman, B. (1997). Learning disabilities and ADHD: A family guide to living and learning together. New York: John Wiley & Sons.
- Pitcher, G. D., & Poland, S. (1992). Crisis intervention in the schools. Guilford Publication.
- Rathvon, N. (1997). The unmotivated child: Helping your underachiever become a successful student. Simon and Schuster.
- Reynolds, C. R., Gutkin, T. B., Elliott, S. N., and Witt, J. C. (1984). School psychology: Essentials of theory and practice. New York: John Wiley & Sons.
- Saigh, P. A. and Oakland, T. (Eds.) (1988). International Perspectives on Psychology in the Schools. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Saigh, P. S., & Oakland, T. (Eds.). (1989). International perspectives on psychology in the schools. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Sandoval, J. (Ed.). (1988). Crisis counseling, intervention, and prevention in the schools. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Sattler, J. (1988). Assessment of children. San Diego, CA: Jerome M. Sattler, Publisher.
- Selekman, M.D. (1997). Solution-focused therapy with children: Harnessing family strengths for systematic change. Guilford Publications.
- Seligman, M. & Darling R. B. (1996). Ordinary families, special children: A systems approach to childhood disability. 2nd Ed. Guilford Publications.
- Shapiro, E. S. (1987). Behavioral assessment in school psychology. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Stoner, G., Shinn, M. R., & Walker, H. M. (Eds.). (1991). Interventions for achievement and behavioral problems. Kent, Ohio: National Association of School Psychologists.
- Sue, D. W., & Sue, D. (1990). Counseling the culturally different: Theory and practice, second edition. New York: John Wiley & Sons.
- The National Association of School Psychologists. (1992). Helping children grow up in the 90's: A resource book for parents and teachers. Kent, Ohio: National Association of School Psychologists.
- The National Association of School Psychologists. (1992). Professional conduct manual, second edition. Kent, Ohio: National Association of School Psychologists.

Thomas, A. and Grimes, J. (Eds.). (1985). Best practices in school psychology. Kent, Ohio: National Association of School Psychologists.

Thomas, A., & Grimes, J. (Eds.). (1987). Children's needs: Psychological perspectives. Kent, Ohio: National Association of School Psychologists.

Thomas, A., & Grimes, J. (Eds.). (1990). Best practices in school psychology II. Kent, Ohio: National Association of School Psychologists.

Zeitlin, S., & Williamson, G. G. (1994). Coping in young children: Early intervention practices to enhance adaptive behavior and resilience. Paul H. Brookes.

PRIMARY JOURNALS:

School Psychology Quarterly
School Psychology Review
Professional School Psychology

SECONDARY JOURNALS:

Educational and Psychological Measurement
Exceptional Children
Journal of Abnormal Child Psychology
Journal of Applied Psychology
Journal of Clinical Psychology
Journal of Consulting and Clinical Psychology

TERTIARY JOURNALS:

American Psychologist
Behavior Modification
Child Development
Educational Research Quarterly
Journal of Abnormal Psychology
Journal of Applied Behavior Analysis
Journal of Community Psychology
Journal of Counseling Psychology