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
Phone: 936-294-4662
Email: twood@shsu.edu

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:


Suggested Readings:

Suggested Readings: (continued)


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

<table>
<thead>
<tr>
<th>Date (2007)</th>
<th>Topics</th>
<th>Reading</th>
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<tbody>
<tr>
<td>8/20</td>
<td>Course Introduction, Syllabus, etc.</td>
<td>None</td>
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<tr>
<td>8/27</td>
<td>Introduction to School Psychology</td>
<td>Chapter 1 &amp; 2</td>
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<td>Historical Contexts</td>
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<td>9/3</td>
<td>No class – SHSU holiday</td>
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<td>9/10</td>
<td>School Psychology and Cultural Diversity</td>
<td>Chapters 3 &amp; 4</td>
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<tr>
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<td>Credentialing</td>
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<td><strong>Curriculum Vita</strong> due</td>
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<tr>
<td>9/17</td>
<td>Employment Trends in School Psychology</td>
<td>Chapters 5 &amp; 6</td>
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<td>Legal Issues</td>
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<td><strong>Letter</strong> due</td>
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<td>9/24</td>
<td>Ethical Issues</td>
<td>Hays, Sutton &amp; McPherson</td>
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<td><strong>School Psychologists Role Description</strong> due</td>
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<tr>
<td>10/1</td>
<td>Facilitating Change</td>
<td>Chapters 7 &amp; 8</td>
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<td>School Psychologists Role in Assessment</td>
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<td>10/8</td>
<td><strong>Midterm Exam</strong></td>
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<td>10/15</td>
<td>Prevention and Intervention I &amp; II</td>
<td>Chapters 9 &amp; 10</td>
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<td><strong>Interview</strong> due</td>
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<td>10/22</td>
<td>Student Presentation</td>
<td>Chapter 11</td>
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<td>Systems Change</td>
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<td><strong>Interview</strong> due</td>
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<td>10/29</td>
<td>Student Presentation</td>
<td>Chapter 12</td>
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<td>Research and Evaluation</td>
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<td><strong>IDEA Brochure</strong> due</td>
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<td>11/5</td>
<td>Student Presentation</td>
<td>Chapter 13</td>
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<td>Future of School Psychology</td>
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<td>11/12</td>
<td>Student Presentation</td>
<td>Handout</td>
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<td>Response to Intervention</td>
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<td>11/19</td>
<td>Student Presentation</td>
<td>SHSU Handbook</td>
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<td>Internship</td>
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<td>Shadow Report due</td>
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<td>11/26</td>
<td>Wrap-Up</td>
<td>None</td>
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<td>Literature Review due</td>
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<td>12/4</td>
<td>Final Exam</td>
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<td>Portfolio due</td>
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REFERENCE READINGS:


**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