

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

Course Syllabus

Psychology 539.01: Advanced School Psychology, 3 semester hours, Fall 2008

Mondays 2:00 p.m. – 4:50 p.m. & on-line
Room 301, Academic Building IV (AB IV)

Instructor: Dr. Thomas A. Wood
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Office Hours: 2:00 p.m. - 4:00 p.m. Monday and Wednesday
Other times by appointment

Course Description:

Psychology 539 is designed to acquaint the student with history, theory, delivery models and techniques underlying the practice of school psychology. It is the orientation course for the school psychology course and 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
- Definitions and Characteristics of Children and Youth w/Disabilities
- Legal and Ethical Issues
- The Politics and Future of School Psychology

Prerequisites:

18 hours of undergraduate psychology courses that must include a methods of research course and a statistics course.

Methods of Instruction:

Methods will include lectures, discussion, and group activities (live and on the internet), 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 be knowledgeable of the characteristics of and identification methods for children/youth with disabilities.
- The student will become knowledgeable of the concept of providing in-service training to teachers related to school psychology in the public schools.
- The student will observe the work of the school psychologist in the public schools.
- The student will 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.

Friend, M. & Bursuck, W.D. (2006). Including students with special needs. A practical guide for classroom teachers. (4th Ed.). Boston: Pearson.

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. (2008). 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.

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 three (3) classes or present an acceptable excuse for an absence.

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:

- One page description of a school psychologist's role = 25 points
- Letter of Application to an internship site = 25 points
- Curriculum vita = 25 points
- Shadow Report = 50 points
- Probes 5@ 5 points each=25 points
- Exams 2 @ 100 points each = 200 points
- Literature Review = 250 points
- Interviews 2 @ 50 points each = 100 points
- Brochure on IDEA for Parents = 75 points
- Workshop = 225 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, October 9th – 11th, 2008 in San Antonio, TX = 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:

1. Shadow a school psychologist for two school days and provide a written report.
2. Interview a Director of Special Education or a Director of Psychological Services and present a written report.

3. Interview a practicing School Psychologist currently working in a school district and present a written report.
4. Write a one page written description of the role of a school psychologist based on readings.
5. 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.
6. Present a one hour professional workshop on power-point on-line to the PSY 539 class and to a group in the university, public schools, or community. Topic must be approved by instructor.
7. Write a professional letter to an internship site expressing interest in an internship at that public school district.
8. Present a professionally written current curriculum vita.
9. Design a brochure for parents that will explain the services provided to children and youth with disabilities.
10. Respond to 5 probes related to material on-line.

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>. Students are expected to be respectful and courteous when on-line.

Tentative Schedule for Psychology 539

<u>Date (2008)</u>	<u>Topics</u>	<u>Reading</u>
8/25	Course Introduction, Syllabus, etc. (on campus)	None
9/1	No Assignment – SHSU holiday	None
9/8	Introduction to School Psychology, Historical Contexts, Review of web sites	Merrill et al Chapter 1 & 2 Bb Module
9/15	School Psychology and Cultural Diversity Credentialing Curriculum Vita due – POST w/picture Probe 1	Merrill et al Chapters 3 & 4
9/22	Employment Trends in School Psychology Legal Issues	Merrill et al Chapters 5 & 6 Commissioner’s Rules
School Psychologist Role Description Due - POST		
9/29	Ethical Issues Complete Exercise Probe 2 Complete Exercise	Hays, Sutton & McPherson Bb Module: Ethics
10/6	Facilitating Change School Psychologists Role in Assessment	Merrill et al Chapters 7 & 8 Friend & Bursuck Chapters 4 & 5

10/13 **Midterm Exam (on campus)**

10/20 Prevention and Intervention I & II

Merrill et al
Chapters 9 & 10
Bb Modules
Chapters 8 & 9

First Interview due

10/27 Intro to Special Education
Systems Change
Probe 3

Friend & Bursuck
Chapters 1 & 3
Bb Module

Second Interview due

11/3 Low Incidence Disabilities

Friend & Bursuck
Chapter 6
Bb Modules: Low
Incidence/Autism

IDEA Brochure due

11/10 High Incidence Disabilities
Probe 4

Friend & Bursuck
Chapter 7
Bb Module: LD, MR

Workshop Due - POST

11/17 ADHD

Bb Module: ADHD

11/24 School Psychology Training Curriculum/Internship
Shadow Report due

SHSU Handbook

12/1 Research/Evaluation/Future of School Psychology

Probe 5
Literature Review due – POST
Letter of Application due

Merrill et al.
Chapters 12 & 13

12/8 **Final Exam (on campus)**

Note all of the assignments and materials will be placed in a ringed notebook and will become the beginning of the student's program portfolio.