

Role and Function of the School Psychologist
Psychology 277

Professor: Marilyn S. Wilson, Ph.D.

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Office Hours: M: 11:00-1:00; Th: 1:00-3:00; F: 8:00-9:00, and arranged

Course Prerequisites: Graduate standing and admission to the School Psychology Program.

Required Texts:

American Psychological Association (2009) (Preferred). *Publication manual of the American Psychological Association, Sixth Edition*. Washington, DC: Author.

California Department of Education (200X). *California Special Education Programs: A Composite of Laws*. Sacramento, CA: Author.

Thomas, A., & Grimes, J. (2008). *Best practices in school psychology-V*. Bethesda, MA: National Association of School Psychologists.

Cone, J. D., & Foster, S. L. (2006). *Dissertations and theses from start to finish*. Washington, DC: American Psychological Association. (recommended)

Required Materials: Computer and email access. Internet accounts are available for fee at <http://www.fresno.com/cvonline/cvip.html>

Policies and Procedures

Course Description: The purpose of this course is to provide an introduction to the institutions of public schools as well as the profession of school psychology. Topics to be covered include the history of school psychology, state and federal educational codes and court decisions related to the practice of school psychology, and the evolving roles and functions of school psychologists. Issues related to multicultural perspectives and individual differences will be presented throughout the course. Approaches to practice related to these issues, including assessment, consultation, intervention, prevention, and research will be discussed in depth. Legal and ethical considerations, as well as professional standards and guidelines for practice, will be described. The importance of community resources and special education programming will also be presented. The course will include a discussion of certification and training.

Goals and Objectives: Students will:

1. Recite knowledge of the history of school psychology.
2. Analyze the roles and contributions of school psychologists
3. Classify and compare the roles of school psychologists in the implementation of school services, including in alternative delivery systems.
4. Identify current special education categories.
5. Examine professional training and credentialing standards.
6. Relate practice to professional ethics.
7. Summarize legal issues related to the establishment and delivery of services.
8. Formulate possible futures of school psychology.
9. Recognize multicultural issues and their influence on the educational process.

NASP Domains Covered in this Course:

1. Data based decision-making and accountability.
2. Consultation and collaboration
3. Student diversity in development and learning
4. School and systems organization, policy development and climate
5. Prevention, crisis intervention, and mental health
6. Home/school/community collaboration
7. Research and program evaluation.
8. School psychology practice and development

Assignments: Class assignments are to be completed according to the Course Schedule (see attached).

Paper Requirements: Each student will complete a review paper on an area related to the role and function of the school psychologist. The paper is to be written in APA style (5th edition) and should be from 12 to 15 pages in length, excluding references. **This is an excellent opportunity to begin to develop the review of the literature section for your thesis.** A minimum of 15 references are required from various professional journals and/or books. Time magazine, Vogue, Cosmopolitan, etc., are **not** acceptable reference materials. While some classical references are necessary and appropriate for a review of the literature, approximately half the references should be current (within the last 10 years). These may require interlibrary loans so get started early!! If you have questions regarding the acceptability of an article or book, contact the Professor. Specific requirements for the paper are attached.

Reflection Papers: Each student will write a brief (2 -4 pages; no citations) essay at the beginning and end of the semester reflecting on his/her perception of the roles of a school psychologist. The concluding paper should focus on misperceptions and what has been learned during the semester!

Presentation: Students will work in pairs to develop and present a 30 minute PowerPoint presentation for the class on one of the topics in the syllabus (e.g., women in school psych, CA school psychology, parents, ethnicity and special education, social justice). A 2-3 page summary of the findings and references is required. This document will be emailed to the class and professor prior to the presentation.

Grading:

1. ***Attendance in class*** is mandatory. The School Psychology Program is a professional

training program and just like having a job, attendance is expected, and you are expected to be on time. If you are not going to be in class or you are going to be late, you should call the Professor and notify her of your absence.

2. **One midterm examinations** will be given during the semester. The exam will be worth 100 points.
3. **One take home comprehensive final examination** will be given. The examination will be given to you during the last week of classes for the semester and returned on the Wednesday of finals week. This exam will be worth 100 points.

Grading:	Points
<i>Attendance! 5 points each class; 0 if late or absent</i>	140
<i>2 Reflection papers at 30 points each</i>	60
<i>Midterm Exams at 100 points</i>	200
<i>(Add other requirements to 2nd exam)</i>	
<i>1 Final Exam at 100 points</i>	100
<i>Presentation</i>	100
1 Review Paper	250

GRADING:

Topic:	10
Outline:	15
Draft:	25
Organization and writing (intro, headings, transitions):	25
References (appropriateness, recentness, comprehensiveness)	50
APA Style (Abstract, citations in text, references, page header)	25
Content (Reasonably comprehensive, accurate)	100
<u>Minus</u> points for APA and grammar errors	

TOTAL

850 points

A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 59% and lower

IT IS YOUR RESPONSIBILITY TO REVIEW THIS SYLLABUS FOR AREAS IN WHICH POINTS MAY BE OBTAINED OR LOST.

University Policies

Computers: At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstation and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www/csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but that it include any and all actions by a student which are intended to gain an unearned academic advantage by

fraudulent or deceptive means” (CSU, Fresno, Faculty Handbook, 1990-91, p. 97).

“Plagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material (i.e., their intellectual property) so used as one’s own work” (CSU, Fresno, Faculty Handbook 1990-91, p. 97).

Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through and F for the course, to expulsion from the university.

Plagiarism Detection. The campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit your paper to Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the Turnitin.com process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin.com Originality Reports will be available for your viewing.

The Professor expects students to maintain honesty and integrity in their academic performance and professional conduct. Suspicions of cheating and plagiarism will be dealt with according to the Academic Policy Manual of the CSU, Fresno. If the student has questions regarding the actions that would or would not be acceptable behavior as relating to cheating and plagiarism, it is the responsibility of the student to clarify such activities with the Professor. Furthermore, if a student observes another student(s) cheating or plagiarizing, the student should confront the student(s) directly and notify the Professor. For more information on the University’s policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

In addition, accusations of racism, prejudice, or bias are considered intolerable by the Professor. Any suggestions or evidence of such will result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from the class and the program.

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

Course Schedule

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Session 1 Introduction and Course Overview

Huebner, E., Gilligan, T., & Cobb, H. (2002). Best practices in preventing and managing stress and burnout. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – IV* (pp. 173-182). Bethesda, MD: National Association of School Psychologists.
SIGN UP FOR PRESENTATIONS

ASSIGNMENT: Reflection paper #1. What School Psychologists Do: Your Current Awareness. Due 8/26.

Session 2 Historical Perspectives

Fagan, T. (2008). Trends in the history of school psychology in the United States. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 2069-2086). Bethesda, MD: National Association of School Psychologists.

Session 3 Future

Reschly, D. (2008). School psychology paradigm shift and beyond. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 3-16). Bethesda, MD: National Association of School Psychologists.

Session 4 Demographics

Curtis, M. J., Grier, E. C., & Hunley, S. A. (2003). The changing face of school psychology: Trends in data and projections for the future. *School Psychology Quarterly, 18*, 409-433
Available online through the Madden Library – Expanded Academic ASAP Plus.
ASSIGNMENT: List some of your interests and passions re possible thesis research. Due 9/9

Labor Day – No Class

Session 5 Presentation 1: Women leaders in school psychology: Then and now (N=2)
3 pm: Guest: Ada Wolf, grant field supervisor

Session 6 Demographics

Hosp, J., & Reschly, D. (2002). Regional differences in school psychology practices. *School Psychology Review, 31*, 11-29.
Available through the NASP website – member services.

Curtis, M., Hunley, S., & Grier, J. (2002). Relationships among the professional practices and demographic characteristics of school psychologists. *School Psychology Review, 31*, 30-42.
Available through the NASP website – member services.

Presentation 2: School psychology in CA: Comparison to national and regional data re numbers, ethnicity, roles, RTI. (N=3)

Session 7 **Training Programs, Accreditation and Credentialing**

In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (Appendices III, IV, V). Bethesda, MD: National Association of School Psychologists.

Keith, T.,(2008). Best practices in using and conducting research in applied settings. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 2165-2176). Bethesda, MD: National Association of School Psychologists.

Godber, Y. (2008). Best practices in program evaluation. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 2193-2206). Bethesda, MD: National Association of School Psychologists.

Session 8 **Introduction to thesis research**

APA Publication Manual, CSUF Thesis manual, Dissertations and Thesis reference

<http://www.csufresno.edu/gradstudies/thesis/guidelines.pdf>

Session 9 **Exam 1****Session 10** **Roles: Cognitive Assessment**

Flanagan, D., Ortiz, S., Alfonso, V., & Dynada, A. (2008). Best practices in cognitive assessment. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology –V* (pp. 633-660). Bethesda, MD: National Association of School Psychologists.

Esquivel et al. (2007). Cognitive assessment of culturally and linguistically diverse students. In Esquivel et al. (Eds.), *Handbook of Multicultural School Psychology* (265-288).

Session 11 **Roles: Assessment of Adaptive Behavior**

Harrison, P., & Raineri, G. (2008). Best practices in the assessment of adaptive behavior. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 605-616). Bethesda, MD: National Association of School Psychologists.

ASSIGNMENT: Topic paper topic due (title and a paragraph description).

Session 12 **Roles: Academic Assessment**

Shinn, M. (2008). Best practices in using curriculum-based measurement in a problem-solving model. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 243-262). Bethesda, MD: National Association of School Psychologists.

Hosp, J. (2008). Best practices in aligning academic assessment with instruction. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 363-376). Bethesda, MD: National Association of School Psychologists.

Session 13 **Roles: Academic Assessment**

Liechtenstein, R. (2008). Best practices in identification of learning disabilities. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 295-318). Bethesda, MD: National Association of School Psychologists.

Session 14 **Roles: Assessment of Emotional Disorders**

McConaughy, S., & Ritter, D. (2008). Best practices in multi-method assessment of emotional and behavioral disorders. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 697-720). Bethesda, MD: National Association of School Psychologists.

Manning, M. A., Bear, G. G., & Minke, K. M. (2006). Self-concept and self-esteem. In G. Bear and K. Minke (Eds.), *Children's Needs III: Development, prevention, and intervention* (pp. 341-356). Bethesda, MD: National Association of School Psychologists. "As stated by the California Task Force to Promote Self-Esteem and Personal and Social Responsibility (1990), 'The lack of self-esteem is central to most personal and social ills plaguing our state and nation' (p.4). In contrast, the presence of self-esteem is portrayed as a social vaccine, something that empowers us to live responsibly and that inoculates us against the lures of crime, violence, substance abuse, teen pregnancy, child abuse, chronic welfare dependency, and educational failure" California Task Force, 1990, p. 4). . . . "Unfortunately, these "truths" are often taken to be self-evident, and beliefs are maintained despite empirical evidence to the contrary. (Manning, Bear & Minke, 2011, p. 341). Discussion on the similarities among self-perception, self-concept, self-efficacy, and self-esteem, and the efficacy of interventions. Measures to be examined include Harter's Self-Perception Scale, Rosenberg's Self-Esteem Scale, and Coopersmith Self Esteem Inventory.

Session 15 **Roles: Consultation**

Watson, T. S., & Sterling-Turner, H. (2008). Best practices in direct behavioral consultation. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1661-1672). Bethesda, MD: National Association of School Psychologists.

Esquivel & Truesdell (2007). Multicultural issues in instructional consultation for English language learning students. In Esquivel et al. (Eds.), *Handbook of Multicultural School Psychology* (71-98).

Kratochwill, T. (2008). Best practices in using school-based problem-solving consultation. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1673-1688). Bethesda, MD: National Association of School Psychologists.

Rosenfield, S. (2008). Best practices in instructional consultation and instructional consultation teams. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1645-1660). Bethesda, MD: National Association of School Psychologists

Session 16 **Roles: Intervention**

Foreman, S., & Burke, C. (2008). Best practices in selecting and implementing evidence-based school interventions. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 799-812). Bethesda, MD: NASP.

Burns, M., VanDerHeyden, A., & Boice, C. (2008). Best practices in delivery of intensive academic interventions. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1151-1162). Bethesda, MD: NASP.

Session 17 **Roles: Prevention**

Strein, W., & Koehler, J. (2000). Best practices in developing prevention strategies for school psychology practice. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1309-1322). Bethesda, MD: National Association of School Psychologists.

Doll, B., & Cummings, J. (2008). Best practices in population-based school mental health services. In

A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1333-1348). Bethesda, MD: National Association of School Psychologists.

Nastasi, B., & Varjas, K. (2008). Best practices in developing exemplary mental health programs in schools. . In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1349-1360). Bethesda, MD: National Association of School Psychologists.

ASSIGNMENT: Topic paper outline and sample references due

Session 18 **Roles: Counseling**

Murphy, J. (2008). Best practices in conducting brief counseling with students. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1439-1456). Bethesda, MD: National Association of School Psychologists.

Keeman, J., & Tobin, R. (2008). Best practices in group counseling. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1505-1516). Bethesda, MD: National Association of School Psychologists.

Session 19 **Exam 2****Session 20** **Legal Issues**

Prasse, D. (2008). Best practices in school psychology and the law. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1903-1920). Bethesda, MD: National Association of School Psychologists. .

Session 21 **Special Education Case Law**

Bring CA Special Education Law book. Timelines, expulsion and discipline

Session 22 **Special Education Law**

Bring CA Special Education Law Book. Examination of assessment requirements, disability eligibility.

Veterans Day – no class**Session 23** **Special Education Law**

Bring CA Special Education Law Book. Timelines, expulsion.

ASSIGNMENT: Draft of paper due

Session 24 **Ethical Issues**

Jacobs, S. (2008). Best practices in developing ethical school psychological practice. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1921-1932). Bethesda, MD: National Association of School Psychologists.

Appendix I – NASP principles for professional ethics; CASP ethics.

Presentation 3: Social Justice and School Psychology (N=2)

Session 25 **Home-School Collaboration**

Esler, A., Godber, Y., & Christenson, S. (2008). Best practices in supporting home-school collaboration. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 917-936). Bethesda, MD: National Association of School Psychologists.

Miller, D., & Kraft, N. (2008). Best practices in communicating with and involving parents. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 937-952). Bethesda, MD: National Association of School Psychologists.

Presentation 4: Parents and Special Education (N=2)

Thanksgiving Break

Session 26 **Cultural and Individual Differences**

Ortiz, S., Flanagan, D., & Dyanda, A. (2008). Best practices in working with culturally diverse children and families. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1721-1738). Bethesda, MD: National Association of School Psychologists. (Read for discussion on 12/2 – no class meeting – Furlough day)

Session 27 **Multicultural School Psychology**

Miranda, A. (2008). Best practices in increasing cross-cultural competence. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1739-1750). Bethesda, MD: National Association of School Psychologists.

Presentation 5: Ethnicity and Special Education (N=2)

Session 28 **The Evolution of School Psychology**

Tilly, D. (2008). The evolution of school psychology to science-based practice: Problem solving and the three-tiered model. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 17-36). Bethesda, MD: National Association of School Psychologists.

ASSIGNMENT: Reflection Paper #2. What School Psychologists Do: Misconceptions and New Awareness

Session 29 **The Future of School Psychology**

Ysseldyke et al. (2008). The blueprint for training and practice as the basis for best practices. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 37-70). Bethesda, MD: National Association of School Psychologists.

ASSIGNMENT: Topic Paper Due

HAND OUT FINAL EXAM

Session 30 **Final Exam due in Dr. Wilson's mailbox by 4 p.m.**

Guidelines for Review Article

Topics selected in the past have included gender issues in schools, the school psychologist and administrators, working with specific minority populations, etc. The Professor must approve the topic selected. You should spend a significant amount of time during September selecting your topic and finding reference materials. This is an excellent opportunity to start on the lit review for your thesis. Therefore your paper should include empirical studies with data and methodologies noted.

APA style must be used. Examine journal articles written in APA style. Points will be deducted for failure to comply with style issues. See Figure 5.3 on page 319-320 of APA Publication Manual (5th Edition) for example. Refer also to Figure 5.1 on the preceding pages. All components of your paper must match these samples (e.g., page headers, running head, title, abstract, headings, citations, quotations, and references).

The review article must be typed and double-spaced. Include a title page and abstract. Do not put your paper in a cover; simply staple the paper together. The final paper is due December 9, 2009. Twenty-five points will be subtracted for each day the paper is late. **NO PAPERS WILL BE ACCEPTED AFTER DECEMBER 17th.**

The topic paper should include the following sections:

Title page

Abstract page

Introduction (Title is repeated on first page)

Review of the Literature (Use headings)

Conclusion (i.e., an integration of information)

References (at least 15)

It is expected that the student will demonstrate critical thinking skills in the analysis of the topic and in writing the paper. A minimum of 15 references are required from professional journals and books. Be certain to cite each reference according to APA style and include reference pages at the conclusion of the paper.

The paper should be from 12 to 15 pages in length, excluding references. This requirement has been instituted because many journal and book publishers hold the author to a limited number of pages and you must learn to write concisely and succinctly.

This assignment is worth 250 points. In addition to content, points will be deducted for spelling, grammar, punctuation, and APA errors.

Writing a Research Paper: Wilson Hints

- An abstract is required – this will be of the lit review, not your proposed study, altho you may lead into your research question at the end.
- Develop an outline before beginning to write. Organize by content. Do not just summarize study after study. Link them; note similarities and differences in findings. Include enough detail on participants and methodology so you can establish a basis for what needs to be done, what you will replicate, how yours will be novel.
- Begin with an overview of what will be covered and end with a summary of what was reviewed.
- Make sections! Use headings to clarify (see sample in APA manual). However, use sections judiciously; a section should have more than one paragraph.
- Briefly summarize and transition between sections.
- Watch for run-on sentences or paragraphs. Paragraphs must have more than one sentence but should not be a page long.
- Check grammar errors – most common are incorrect placement of apostrophe in possessives or tenses that don't agree.
- Watch the use of pronouns without clear antecedents, such as “it” and “they.” Typically if discussing a research study, you will repeat the name(s) of the author.
- Define all terms that may be unfamiliar or are critical to your subject. Write out acronyms the first time; use only acronym thereafter.
- Anything circled on a draft needs to be rewritten (e.g., grammar, tense, complexity).
- This is to be a formal review of the literature on a topic; do not use “I” or casual terms like “a lot” or “a while.”
- Hopefully this is a substantial part of the lit review for your thesis. You need to review and summarize the literature on what has been done and found and clearly establish a need. After you finish your research and writing, you should be closer to knowing what has been done in the field, and where you might contribute. Only then can you empirically develop a research question.
- Model for format is APA manual. Any deviations in headings, citations, or references will result in lost points. Refer to your APA Manual when in doubt – I do!
- Use et al. appropriately and punctuate accurately. Each error is minus 1 point.
- Use “&” and “and” appropriately in citations in text and reference list. Ditto for lost points.
- Be careful when paraphrasing. Give credit. Exact quotes must have page numbers.
- There should be references in virtually every paragraph, and sometimes several to illustrate an important point. You can't say much of anything in a research paper without backing it up! Do not rely too heavily on one reference – if more than one person did not find or say something, maybe it is not a well established point – or you were too lazy to find more articles!
- Do not use “as cited in” unless it is a really exotic and unobtainable article – get the original source. Everything you need is probably not in full text online!
- See APA on correct order of a list of citations in text . . . is it by year or ABC?
- Use italics for titles in reference list.

Goals and Objectives: Students will:

- Recite knowledge of the history of school psychology.
- Analyze the roles and contributions of school psychologists
- Classify and compare the roles of school psychologists in the implementation of school services, including in alternative delivery systems.
- Identify current special education categories.
- Examine professional training and credentialing standards.
- Relate practice to professional ethics.
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- Prevention, crisis intervention, and mental health
- Home/school/community collaboration
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- School psychology practice and development

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<i>(Add other requirements to 2nd exam)</i>	
<i>1 Final Exam at 100 points</i>	100
<i>Presentation</i>	100
<i>1 Review Paper</i>	250
GRADING:	
Topic: 10	
Outline: 15	
Draft: 25	
Organization and writing (intro, headings, transitions):	25
References (appropriateness, recentness, comprehensiveness)	50
APA Style (Abstract, citations in text, references, page header)	25
Content (Reasonably comprehensive, accurate)	100
<u>Minus</u> points for APA and grammar errors	
<u>TOTAL</u>	850 points

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POINTS MAY BE OBTAINED OR LOST.

University Policies

Computers: At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstation and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.

Cheating and Plagiarism: ~~C~~heating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving a grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term ~~e~~heating" not be limited to examination situations only, but that it include any and all actions by a student which are intended to gain an unearned academic advantage by fraudulent or deceptive means" (CSU, Fresno, Faculty Handbook, 1990-91, p. 97).

~~P~~lagiarism is a specific form of cheating that consists of the misuse of the published and/or unpublished works of another by representing the material (i.e., their intellectual property) so used as one's own work" (CSU, Fresno, Faculty Handbook 1990-91, p. 97).

Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through and F for the course, to expulsion from the university.

Plagiarism Detection. The campus subscribes to the Turnitin.com plagiarism prevention service, and you will need to submit your paper to Turnitin.com. Your work will be used by Turnitin.com for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the Turnitin.com process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin.com Originality Reports will be available for your viewing.

The Professor expects students to maintain honesty and integrity in their academic performance and professional conduct. Suspicions of cheating and plagiarism will be dealt with according to the Academic Policy Manual of the CSU, Fresno. If the student has questions regarding the actions that would or would not be acceptable behavior as relating to cheating and plagiarism, it is the responsibility of the student to clarify such activities with the Professor. Furthermore, if a student observes another student(s) cheating or plagiarizing, the student should confront the student(s) directly and notify the Professor. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

In addition, accusations of racism, prejudice, or bias are considered intolerable by the Professor. Any

suggestions or evidence of such will result in dismissal of the student from the course and the program. Due process will be afforded to the student in question.

Disruptive Classroom Behavior: The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from the class and the program.

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/copyrtpolicyfull.pdf>

For copyright Questions & Answers:

<http://www.csufresno.edu/library/libraryinformation/campus/copyright/faqcopyright.pdf>

Course Schedule

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Session 1 Introduction and Course Overview

Huebner, E., Gilligan, T., & Cobb, H. (2002). Best practices in preventing and managing stress and burnout. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – IV* (pp. 173-182). Bethesda, MD: National Association of School Psychologists.

SIGN UP FOR PRESENTATIONS

ASSIGNMENT: Reflection paper #1. What School Psychologists Do: Your Current Awareness. Due 8/26.

Session 2 Historical Perspectives

Fagan, T. (2008). Trends in the history of school psychology in the United States. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 2069-2086). Bethesda, MD: National Association of School Psychologists.

Session 3 Future

Reschly, D. (2008). School psychology paradigm shift and beyond. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology –V* (pp. 3-16). Bethesda, MD: National Association of School Psychologists.

Session 4 Demographics

Curtis, M. J., Grier, E. C., & Hunley, S. A. (2003). The changing face of school psychology: Trends in data and projections for the future. *School Psychology Quarterly*, 18, 409-433

Available online through the Madden Library – Expanded Academic ASAP Plus.

ASSIGNMENT: List some of your interests and passions re possible thesis research. Due 9/9

Labor Day – No Class

Session 5 *Presentation I: Women leaders in school psychology: Then and now (N=2)*

3 pm: Guest: Ada Wolf, grant field supervisor

Session 6 Demographics

Hosp, J., & Reschly, D. (2002). Regional differences in school psychology practices. *School Psychology Review*, 31, 11-29.

Available through the NASP website – member services.

Curtis, M., Hunley, S., & Grier, J. (2002). Relationships among the professional practices and demographic characteristics of school psychologists. *School Psychology Review*, 31, 30-42.

Available through the NASP website – member services.

Presentation 2: School psychology in CA: Comparison to national and regional data re numbers, ethnicity, roles, RTI.(N=3)

Session 7 **Training Programs, Accreditation and Credentialing**

In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (Appendices III, IV, V). Bethesda, MD: National Association of School Psychologists.

Keith, T.,(2008). Best practices in using and conducting research in applied settings. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 2165-2176). Bethesda, MD: National Association of School Psychologists.

Godber, Y. (2008). Best practices in program evaluation. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 2193-2206). Bethesda, MD: National Association of School Psychologists.

Session 8 **Introduction to thesis research**

APA Publication Manual, CSUF Thesis manual, Dissertations and Thesis reference
<http://www.csufresno.edu/gradstudies/thesis/guidelines.pdf>

Session 9 **Exam 1**

Session 10 **Roles: Cognitive Assessment**

Flanagan, D., Ortiz, S., Alfonso, V., & Dynada, A. (2008). Best practices in cognitive assessment. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology –V* (pp. 633-660). Bethesda, MD: National Association of School Psychologists.

Esquivel et al. (2007). Cognitive assessment of culturally and linguistically diverse students. In Esquivel et al. (Eds.), *Handbook of Multicultural School Psychology* (265-288).

Session 11 **Roles: Assessment of Adaptive Behavior**

Harrison, P., & Raineri, G. (2008). Best practices in the assessment of adaptive behavior. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 605-616). Bethesda, MD: National Association of School Psychologists.

ASSIGNMENT: Topic paper topic due (title and a paragraph description).

Session 12 **Roles: Academic Assessment**

Shinn, M. (2008). Best practices in using curriculum-based measurement in a problem-solving model. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 243-262). Bethesda, MD: National Association of School Psychologists.

Hosp, J. (2008). Best practices in aligning academic assessment with instruction. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 363-376). Bethesda, MD: National Association of School Psychologists.

Session 13 **Roles: Academic Assessment**

Liechtenstein, R. (2008). Best practices in identification of learning disabilities. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 295-318). Bethesda, MD: National Association of School Psychologists.

Session 14 **Roles: Assessment of Emotional Disorders**

McConaughy, S., & Ritter, D. (2008). Best practices in multi-method assessment of emotional and behavioral disorders. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 697-720). Bethesda, MD: National Association of School Psychologists.

Rosenfield, S. (2008). Best practices in instructional consultation and instructional consultation teams. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1645-1660). Bethesda, MD: National Association of School Psychologists.

Kratochwill, T. (2008). Best practices in using school-based problem-solving consultation. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology –V* (pp. 1673-1688). Bethesda, MD: National Association of School Psychologists.

Session 15 **Roles: Consultation**

Watson, T. S., & Sterling-Turner, H. (2008). Best practices in direct behavioral consultation. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1661-1672). Bethesda, MD: National Association of School Psychologists.

Esquivel & Truesdell (2007). Multicultural issues in instructional consultation for English language learning students. In Esquivel et al. (Eds.), *Handbook of Multicultural School Psychology* (71-98).

Session 16 **Roles: Intervention**

Foreman, S., & Burke, C. (2008). Best practices in selecting and implementing evidence-based school interventions. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 799-812). Bethesda, MD: NASP.

Burns, M., VanDerHeyden, A., & Boice, C. (2008). Best practices in delivery of intensive academic interventions. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1151-1162). Bethesda, MD: NASP.

Session 17 **Roles: Prevention**

Strein, W., & Koehler, J. (200). Best practices in developing prevention strategies for school psychology practice. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1309-1322). Bethesda, MD: National Association of School Psychologists.

Doll, B., & Cummings, J. (2008). Best practices in population-based school mental health services. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1333-1348). Bethesda, MD: National Association of School Psychologists.

Nastasi, B., & Varjas, K. (2008). Best practices in developing exemplary mental health programs in schools. . In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1349-1360). Bethesda, MD: National Association of School Psychologists.

ASSIGNMENT: Topic paper outline and sample references due

Session 18 **Roles: Counseling**

Murphy, J. (2008). Best practices in conducting brief counseling with students. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1439-1456). Bethesda, MD: National Association of School Psychologists.

Keeman, J., & Tobin, R. (2008). Best practices in group counseling. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1505-1516). Bethesda, MD: National Association of School Psychologists.

Session 19 **Exam 2**

Session 20 **Legal Issues**

Prasse, D. (2008). Best practices in school psychology and the law. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1903-1920). Bethesda, MD: National Association of School Psychologists. .

Session 21 **Special Education Case Law**

Bring CA Special Education Law book. Timelines, expulsion and discipline

Session 22 **Special Education Law**

Bring CA Special Education Law Book. Examination of assessment requirements, disability eligibility.

Veterans Day – no class

Session 23 **Special Education Law**

Bring CA Special Education Law Book. Timelines, expulsion.
ASSIGNMENT: Draft of paper due

Session 24 **Ethical Issues**

Jacobs, S. (2008). Best practices in developing ethical school psychological practice. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1921-1932). Bethesda, MD: National Association of School Psychologists.

Appendix I – NASP principles for professional ethics; CASP ethics.

Presentation 3: Social Justice and School Psychology (N=2)

Session 25 **Home-School Collaboration**

Esler, A., Godber, Y., & Christenson, S. (2008). Best practices in supporting home-school collaboration. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 917-936). Bethesda, MD: National Association of School Psychologists.

Miller, D., & Kraft, N. (2008). Best practices in communicating with and involving parents. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 937-952). Bethesda, MD: National Association of School Psychologists.

Presentation 4: Parents and Special Education (N=2)

Thanksgiving Break

Session 26 Cultural and Individual Differences

Ortiz, S., Flanagan, D., & Dyanda, A. (2008). Best practices in working with culturally diverse children and families. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1721-1738). Bethesda, MD: National Association of School Psychologists. (Read for discussion on 12/2 – no class meeting – Furlough day)

Session 27 Multicultural School Psychology

Miranda, A. (2008). Best practices in increasing cross-cultural competence. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 1739-1750). Bethesda, MD: National Association of School Psychologists.

Presentation 5: Ethnicity and Special Education (N=2)

Session 28 The Evolution of School Psychology

Tilly, D. (2008). The evolution of school psychology to science-based practice: Problem solving and the three-tiered model. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 17-36). Bethesda, MD: National Association of School Psychologists.

ASSIGNMENT: Reflection Paper #2. What School Psychologists Do: Misconceptions and New Awareness

Session 29 The Future of School Psychology

Ysseldyke et al. (2008). The blueprint for training and practice as the basis for best practices. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology – V* (pp. 37-70). Bethesda, MD: National Association of School Psychologists.

ASSIGNMENT: Topic Paper Due

HAND OUT FINAL EXAM

Session 30 Final Exam due in Dr. Wilson's mailbox by 4 p.m.

Guidelines for Review Article

Topics selected in the past have included gender issues in schools, the school psychologist and administrators, working with specific minority populations, etc. The Professor must approve the topic selected. You should spend a significant amount of time during September selecting your topic and finding reference materials. This is an excellent opportunity to start on the lit review for your thesis. Therefore your paper should include empirical studies with data and methodologies noted.

APA style must be used. Examine journal articles written in APA style. Points will be deducted for failure to comply with style issues. See Figure 5.3 on page 319-320 of APA Publication Manual (5th Edition) for example. Refer also to Figure 5.1 on the preceding pages. All components of your paper must match these samples (e.g., page headers, running head, title, abstract, headings, citations, quotations, and references).

The review article must be typed and double-spaced. Include a title page and abstract. Do not put your paper in a cover; simply staple the paper together. The final paper is due December 9, 2009. Twenty-five points will be subtracted for each day the paper is late. **NO PAPERS WILL BE ACCEPTED AFTER DECEMBER 17th.**

The topic paper should include the following sections:

Title page

Abstract page

Introduction (Title is repeated on first page)

Review of the Literature (Use headings)

Conclusion (i.e., an integration of information)

References (at least 15)

It is expected that the student will demonstrate critical thinking skills in the analysis of the topic and in writing the paper. A minimum of 15 references are required from professional journals and books. Be certain to cite each reference according to APA style and include reference pages at the conclusion of the paper.

The paper should be from 12 to 15 pages in length, excluding references. This requirement has been instituted because many journal and book publishers hold the author to a limited number of pages and you must learn to write concisely and succinctly.

This assignment is worth 250 points. In addition to content, points will be deducted for spelling, grammar, punctuation, and APA errors.

Writing a Research Paper: Wilson Hints

1. An abstract is required – this will be of the lit review, not your proposed study, altho you may lead into your research question at the end.
2. Develop an outline before beginning to write. Organize by content. Do not just summarize study after study. Link them; note similarities and differences in findings. Include enough detail on participants and methodology so you can establish a basis for what needs to be done, what you will replicate, how yours will be novel.
3. Begin with an overview of what will be covered and end with a summary of what was reviewed.
4. Make sections! Use headings to clarify (see sample in APA manual). However, use sections judiciously; a section should have more than one paragraph.
5. Briefly summarize and transition between sections.
6. Watch for run-on sentences or paragraphs. Paragraphs must have more than one sentence but should not be a page long.
7. Check grammar errors – most common are incorrect placement of apostrophe in possessives or tenses that don't agree.
8. Watch the use of pronouns without clear antecedents, such as “it” and ~~they~~.” Typically if discussing a research study, you will repeat the name(s) of the author.
9. Define all terms that may be unfamiliar or are critical to your subject. Write out acronyms the first time; use only acronym thereafter.
10. Anything circled on a draft needs to be rewritten (e.g., grammar, tense, complexity).
11. This is to be a formal review of the literature on a topic; do not use ~~F~~’ or casual terms like ~~a~~ lot” or ~~a~~ while.”
12. Hopefully this is a substantial part of the lit review for your thesis. You need to review and summarize the literature on what has been done and found and clearly establish a need. After you finish your research and writing, you should be closer to knowing what has been done in the field, and where you might contribute. Only then can you empirically develop a research question.
13. Model for format is APA manual. Any deviations in headings, citations, or references will result in lost points. Refer to your APA Manual when in doubt – I do!
14. Use et al. appropriately and punctuate accurately. Each error is minus 1 point.
15. Use ~~&~~” and ~~and~~” appropriately in citations in text and reference list. Ditto for lost points.
16. Be careful when paraphrasing. Give credit. Exact quotes must have page numbers.
17. There should be references in virtually every paragraph, and sometimes several to illustrate an important point. You can't say much of anything in a research paper without backing it up! Do not rely too heavily on one reference – if more than one person did not find or say something, maybe it is not a well established point – or you were too lazy to find more articles!
18. Do not use ~~as cited in~~” unless it is a really exotic and unobtainable article – get the original source. Everything you need is probably not in full text online!
19. See APA on correct order of a list of citations in text . . . is it by year or ABC?
20. Use italics for titles in reference list.