COURSE SYLLABUS OUTLINE  
CNS 688 Professional School Psychology  
Spring 2012

Department: Educational Studies, Leadership and Counseling

Course Number: CNS 688 Professional School Psychology

Credit Hours: 3 hours

Instructor: Mardis Dunham, Ph.D., 3217 Alexander Hall, 809-6466  
Email: mdunham@murraystate.edu

Class Times: Mondays 5 – 8, 2213 Alexander Hall

Office Hours: Monday through Thursday 8 am to 2 pm; before and after class as needed, or by appointment

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING

COURSE PREFIX: CNS  COURSE NUMBER: 688  CREDIT HOUR: 3

I. TITLE  Professional School Psychology

II. COURSE DESCRIPTION AND PREREQUISITES:
This course provides an overview of school psychology and integrates theory and practice in all areas of the field. The course includes the historical evolution of school psychology, learning theories, psychoeducational assessment, psychotherapeutic theory, legal and ethical issues, and the role and function of school psychologists.

III. COURSE OBJECTIVES:
(NASP 2010 training standards/domains are in parentheses). New counselor standards are in brackets. EPSB standards are in italics. Experienced Teacher Standards are underlined. Students will gain knowledge of:

1. The evolution and role/function of school psychology (2.10) Leadership
2. Best practice in contingency management (2.4) [C] 8
3. The legal, ethical, and professional issues influencing school psych. (2.10) Ethics _
4. Consultation theory as it applies to school & family systems (2.2)[2,5] Leadership 6
5. Best practices in providing intervention services (2.3, 2.4) [C,5] 8
6. Crises intervention (2.6) [C,5] Leadership

In addition to the NASP training domains, this course specifically addresses Category V, Subsections A and B (Ethical and Legal Considerations) in the School Psychology Specialty Exam (PRAXIS #400)

This course requires a great amount of reading, is communication intensive, and focuses on the mastery of both oral and written skills. Toward this focus, assignments have been designed to emphasize written and oral communication development as measured through class assignments, oral and written product development, and portfolio entries.
The COE Conceptual Framework and the Theme of the Educator as a Reflective Decision Maker are addressed in this course by urging students to reflect upon their professional development throughout the course in the form of specific assignments.

The Theme of Diversity is explored in this course through lecture, selected readings, and review of the ethical code.

Technology is addressed through the provision of current web resources related to professional school psychology. Additionally, students will be required to search the web for pertinent resources as described in Section V.

IV. CONTENT OUTLINE: See attached

V. INSTRUCTIONAL ACTIVITIES
   Lecture, discussion format; current issues research and presentation; on-demand tasks

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES: Students are required to interview a school psychologist.


   B. References: nasponline.org (must be a student member)

VIII. GRADING PROCEDURES:

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of school psychologist interview</td>
<td>10</td>
</tr>
<tr>
<td>Final Notebook of Current Issues</td>
<td>100</td>
</tr>
<tr>
<td>Legal Issues Paper</td>
<td>50</td>
</tr>
<tr>
<td>Mid-Term and Final</td>
<td>100 each</td>
</tr>
<tr>
<td>Chapter Questions (7 sets)</td>
<td>10 each (70 pts)</td>
</tr>
</tbody>
</table>

430 total pts.

387 = A 344 = B

Note: Grades Lower than a B are unacceptable for the school psychology program. Grades below B will automatically be flagged and prompt a faculty review of the student’s progress in the program. Assignments have specific due dates. Late assignments will be penalized 25% for each week it is late. No incompletes will be given in this class.
IX. ATTENDANCE POLICY:
Students are expected to adhere to the MSU attendance Policy outlined in the current MSU Bulletins.

X. ACADEMIC HONESTY POLICY
Cheating, plagiarism (submitting another person’s materials as one’s own), or doing work for another person, which will receive academic credit, are all impermissible. This includes the use of unauthorized books, notebooks, or other sources in order to secure or give help during an examination, the unauthorized copying of examinations, assignments, reports, or term papers, or the presentation of unacknowledged materials as if it were the student’s own work. Disciplinary action may be taken beyond the academic discipline administered by the faculty member who teaches the course in which the cheating took place. Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

XI. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision or services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact, Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

Tentative Content Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23</td>
<td>Introduction; syllabus review</td>
</tr>
<tr>
<td></td>
<td>History of School Psychology; Employment Contexts</td>
</tr>
<tr>
<td>1/30</td>
<td>Role and Function; Preparation of Sch.Psy.</td>
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<tr>
<td>2/6</td>
<td>Domains of training; supervision; legal issues</td>
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<tr>
<td>2/13</td>
<td>Legal issues cont.; Ethical issues</td>
</tr>
<tr>
<td></td>
<td>Questions due (Ch. 1, 2, 5)</td>
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<tr>
<td>2/20</td>
<td>Ethical issues cont.</td>
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<tr>
<td></td>
<td>Questions due (Ch. 8, 11, 14)</td>
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<tr>
<td>2/27</td>
<td>Paradigm shift and RTI</td>
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<tr>
<td></td>
<td>Questions (Ch. 39, 40, 41)</td>
</tr>
</tbody>
</table>
3/5  Problem solving; consultation models  
    Effective special educational practices  
    Effective schools  
    **Questions due (Ch. 53, 57, 67)**

3/12  **Mid-term** (notes + chapters to this point)

3/19  ESL; multicultural issues; working with families  
    **Questions Due (Ch. 70, 71, 79)**

3/26  Spring Break

4/2  Contingency management  
    **Questions due (Ch. 88, 91, 104)**

4/9  Crisis management

4/16  Intervention presentations  
    **(Questions due (108, 133, 138)**

4/23  Intervention presentations

4/30  Notebook, papers, and interview due; final exam

5/7  **Test 2** (notes + chapters to this point)

**Notebook Entries:**
Define and describe each of the following concepts and provide an explanation about the relevance of the concept for school psychology. Most entries will require one-fourth to one-half page, but some may only require a few lines. Place all entries in a 3-ring binder. Each item in the notebook will be graded on a 1 – 5 pt scale (1 = very poor to 5 = very good) for description and relevance. Descriptions of these concepts can be obtained through the course, required texts, references, library materials, and internet websites.

- Testing the Limits  
  - THC Theory of Intelligence  
  - Cross Battery Assessment  
  - Diana vs. Board of Education  
  - Factor Analysis  
  - System of Multicultural Pluralistic Assessment  
  - School Psychologist of the Year  
  - Lightner Witmer award  
  - Top 4 journals in School Psychology  
  - Brown v Board of Education  
  - Professional Ethics  
  - PL 101-476, 99-457, 108-446  
  - Tarasoff Decision/Duty to Warn  
  - Licensure v Certification  
  - Idiographic v nomothetic research  
  - Bilingualism  
  - Effects of excessive TV  
  - Effects of early maturation in boys vs girls  
  - John Dewey  
  - Testing accommodations  
  - Ability Grouping  
  - Americans with Disabilities Act Amendments  
  - Aptitude x Treatment Interaction  
  - Marshall v Georgia  
  - Peer Mediation  
  - National Certification in Sch. Psych.  
  - Olympia Conference  
  - Subtest specificity  
  - Peer Tutoring  
  - School Readiness  
  - Mental Health Consultation  
  - Social Skills Training  
  - Timothy v Rochester School District  
  - Modality Training  
  - Howard Gardner’s Theory of intelligence  
  - Office of Civil Rights
Effects of child sexual abuse
Portfolio Assessment
Scientist-Practitioner Model
Larry P vs Riles (all court decisions)
Domains of School Psychology Practice
Section 504 of the Rehabilitation Act
No Child Left Behind
Manifestation Determination
Functional Behavioral Analysis
Educational v Clinical v School v Developmental v Counseling Psych
Procedural Safeguards and due process
Empirical Support for Profile Analysis
G. Stanley Hall
Systems theory
Whole Language v Phonetics instruction
Internship supervision
CBA v CBM
Local norms
Boulder Conference
PASE V Hannon
J. P. Das
Central Auditory Processing Disorder
Gay/lesbian/bisexual youth
Effects of retention in grade
Social promotion
Childhood symptoms of depression and anxiety
Scientifically-based instruction
Program of Studies
CBA vs CBM
Rights without labels
Side effects and uses for:
- Straterra
- Adderal
- Elavil
- Tegretol
- Effexor
- Ritalin
- Tofranil
- Vyvanse
- Catapres
- Daytrona
- Buspirone
- Lexapro
- Metadate
- Dexamdrine
- Concerta
- Zoloft
- Paxil
- Buspar
- Focalin
- Seroquel
- SSRIs
- MAOIs
- Tricyclics
- Beta blockers
- Flouxetine
- Clonidine
- Intuniv
- Pristiq
- Setraline
- Anafranil

A sample entry may look like this:

**Bibliotherapy**: Using literature to influence development. Books are selected by a clinician, which are designed to help the reader overcome some minor adjustment problem encountered in adolescence and childhood, such as dealing with grief, divorce, or loss of friendships. The guiding principle is that people learn through imitation—as the reader discovers how an individual in similar circumstances overcomes their situation, the reader incorporates the same problem solving approach. School psychologists may use bibliotherapy with children they work with who are having adjustment difficulties, although level of reading skill, access to resources, and motivation should be carefully considered.

**School Psychologist Interview**

The purpose of this assignment is to help you understand the diversity in training, perspectives, and roles of school psychologists. You need to interview a certified school psychologist from any state, although this individual cannot be the same individual under whom you completed the school psychology practicum. You should not interview someone who has been interviewed (or will be interviewed) by another student in the course. Names of school psychologists will be
provided upon request. This interview does not have to be face to face but cannot involve a written interview that is mailed to them. Specific areas to cover include:

1. Describe your training (where, when, length of internship, practicum experience)
2. Where have you practiced since becoming a school psychologist?
3. What were the strongest and weakest aspects of your training, including the practicum and internship?
4. Describe the difference between what you feel a school psychologist should be doing in your district and what is expected of a school psychologist in your district (from administration’s standpoint)
5. What do you see in the future for school psychologists?
6. Describe a memorable ethical dilemma and how it was resolved
7. What do you do for a typical EBD assessment/determination?
8. How should we evaluate SLD in KY?
9. What is your role under RTI?
10. How often do you interact with parents, and in what capacity?
11. How do you assess for or “rule out” sociocultural factors as contributing to a child’s school problems?
12. How do you avoid burn out?
13. Describe the impact you feel you have upon teachers, parents, administration, and children with whom you work.
14. Other areas you feel are pertinent to help you understand the role and function of school psychologists
15. Your reflection on what you learned from the interview

Legal Issues Paper

Take one of the following entries (each student will take a different entry) and summarize two separate legal opinions regarding the entry using Wrightslaw. Five total pages should suffice. You will present your findings to the class, so you should provide enough copies for everyone in the course. Grades will be assigned according to 1) the thoroughness and accuracy of the background (5 pts), 2) thoroughness and accuracy of the competing arguments (10 pts), 3) thoroughness and accuracy of the final court decision (5 pts), and 4) your presentation (5 pts). Each legal opinion will be worth 25 pts.

LRE    Progress monitoring    Physical restraint
IEPs    Procedural safeguards    Retention/Promotion
504    Eneuresis/encopresis    FAPE
School phobia    Autism/Asperger’s    RTI with learning disorders
School refusal    Truancy    Pregnancy/childcare

“Questions” Requirements

For each chapter indicated on the content outline, generate five multiple-choice questions. A copy should be forwarded to all students and the instructor. These questions will be graded according to their caliber and sophistication. Ultimately, the questions will be included in a test bank and used for the mid-term and final examination. The goal of these assignments is to mimic the School Psychology Praxis exam as closely as possible.