I. **TITLE:** Professional School Psychology

II. **COURSE DESCRIPTION AND PREREQUISITE(S):** This course provides an overview and integrates theory and practice of all areas of school psychology. This will include historical evolution of school psychology, professional standards, legal and ethical issues and the roles and functions of the school psychologist.

   **Prerequisite(s):** None

III. **COURSE OBJECTIVES:**

   NASP 2010 training standards/domains are in parentheses. EPSB standards are in italics. Students will gain knowledge of:

   **A.** the evolution and role/function of school psychology (2.10) *Leadership*;
   **B.** best practice in contingency management (2.4);
   **C.** the legal, ethical, and professional issues influencing school psych. (2.10) *Ethics*;
   **D.** consultation theory as it applies to school & family systems (2.2) *Leadership*;
   **E.** best practices in providing intervention services (2.3, 2.4); and
   **F.** crises intervention (2.6) *Leadership*.

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.

VII. **TEXT(S) AND RESOURCES:**


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

VIII. EVALUATION AND 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>Interventions 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 Bulletin.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course
When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

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 of 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 the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities
Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

XII. OTHER REQUIRED DEPARTMENTAL OR COLLEGIATE COMMITTEE INFORMATION

- All electronic devices, i.e., cell phones, blackberries, pagers, computers, must be powered off and out of sight during class meetings. Upon prior consent of the instructor, a student may obtain permission to use any of these devices in case of emergency or in family critical situations.
- Only officially enrolled students are allowed in the class.
- Please check your email prior to each class. In the event of very severe weather and/or unforeseen circumstances, class cancellations will be sent to you. Every effort will be made to inform you of any changes in the schedule due to unforeseen circumstances.
- Attendance is expected and attendance will be recorded. Excessive absences (>2) will lower your grade.

## Tentative Content Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction; syllabus review</td>
</tr>
<tr>
<td></td>
<td>History of School Psychology; Employment Contexts</td>
</tr>
<tr>
<td></td>
<td>Role and Function; Preparation of Sch.Psy</td>
</tr>
<tr>
<td></td>
<td>Domains of training; supervision; legal issues</td>
</tr>
<tr>
<td></td>
<td>Legal issues cont.; Ethical issues</td>
</tr>
<tr>
<td></td>
<td><strong>Questions due (Ch. 1, 2, 5)</strong></td>
</tr>
<tr>
<td></td>
<td>Ethical issues cont.</td>
</tr>
<tr>
<td></td>
<td><strong>Questions due (Ch. 8, 11, 14)</strong></td>
</tr>
<tr>
<td></td>
<td>Paradigm shift and RTI</td>
</tr>
<tr>
<td></td>
<td><strong>Questions (Ch. 39, 40, 41)</strong></td>
</tr>
<tr>
<td></td>
<td>Problem solving</td>
</tr>
<tr>
<td></td>
<td>Effective special educational practices</td>
</tr>
<tr>
<td></td>
<td>Effective schools</td>
</tr>
<tr>
<td></td>
<td><strong>Questions due (Ch. 53, 57, 67)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Mid-term</strong> (notes + chapters to this point)</td>
</tr>
<tr>
<td></td>
<td>Spring Break—no class</td>
</tr>
<tr>
<td></td>
<td>ESL; multicultural issues; working with families</td>
</tr>
<tr>
<td></td>
<td><strong>Questions Due (Ch. 70, 71, 79)</strong></td>
</tr>
<tr>
<td></td>
<td>Consultation models</td>
</tr>
<tr>
<td></td>
<td>Contingency management</td>
</tr>
<tr>
<td></td>
<td><strong>Questions due (Ch. 88, 91, 104)</strong></td>
</tr>
<tr>
<td></td>
<td>Crisis management</td>
</tr>
</tbody>
</table>
PBIS; progress monitoring
(Questions due (108, 133, 138)

Intervention presentations
Test 2 (notes + chapters to this point)
Notebook, papers, and interview due

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  John Dewey
CHC Theory of Intelligence  Testing accommodations
Cross Battery Assessment  Ability Grouping
Diana vs. Board of Education  Americans with Disabilities Act
Amendments  Aptitude x Treatment Interaction
Factor Analysis  Marshall v Georgia
System of Multicultural Pluralistic Assessment  Peer Mediation
School Psychologist of the Year  National Certification in Sch. Psych.
Lightner Witmer award  Olympia Conference
Top 4 journals in School Psychology  Subtest specificity
Brown v Board of Education  Peer Tutoring
Professional Ethics  School Readiness
PL 101-476, 99-457, 108-446  Mental Health Consultation
Tarasoff Decision / Duty to Warn  Social Skills Training
Licensure v Certification  Timothy v Rochester School District
Idiographic v nomothetic research  Modality Training
Bilingualism  Howard Gardner’s Theory of
Effects of excessive TV/video games intelligence
Effects of early maturation in boys vs girls  Office of Civil Rights
Effects of child sexual abuse  HIPAA
Portfolio Assessment  Cooperative Learning
Scientist-Practitioner Model  Spring Hill Symposium
Larry P vs Riles (all court decisions)  PARC v Pennsylvania
Domains of School Psychology Practice  Parent-Child Interaction Therapy
Section 504 of the Rehabilitation Act  Play Therapy
No Child Left Behind  Response to Intervention
Manifestation Determination  Three types of Prevention
Functional Behavioral Analysis  Privileged Communication
Educational v Clinical v School v Thayer Conference
Developmental v Counseling Psych  NASP v APA Division 16
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 functioning
Gay/lesbian/bisexual youth
Effects of retention in grade
Social promotion
Childhood symptoms of depression and anxiety/efficacy of meds
Scientifically-based instruction
Sensory integration training
CBA vs CBM
Rights without labels
Side effects and uses for:
  - Strattera
  - Adderal
  - Elavil
  - Tegretol
  - Effexor
  - Ritalin
  - Tofranil
  - Vyvanse
  - Catapres
  - Daytrona
  - Buspirone
  - Lexapro
  - Metadate
  - Dexadrine
  - Concerta
  - Zoloft
  - Paxil
  - Buspar
  - Focalin
  - Seroquel
  - SSRI
  - MAOIs
  - Tricyclics
  - Beta blockers
  - Flouxetine
  - Clonidine
  - Intuniv
  - Pristiq
  - Setraline
  - Anafranil
  - Depakote
  - Tenex

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 prac 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

**Intervention Paper**

Take one of the following entries (each student will take a different entry) and 1) describe
it/define it (provide statistics) 2) provide a historical perspective, 3) describe how best school
psychologists can evaluate it, and 4) summarize the most effective research-based interventions
that school personnel can implement.

- Childhood depression
- Childhood anxiety
- Mood dysregulation disorder
- Selective mutism
- Autism Spectrum Disorder
- Poor school motivation
- Executive functioning deficits
- Bullying
- Effects of single parent households on the academic and emotional functioning of children
- Effects of bilingualism on academic and emotional functioning of children
- Effects of gay/lesbian parents on children

**“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.