



# Selected Topics – Introduction to School Psychology

## PSYC 395 – Section 1

Spring, 2019 § M/W 9:30-10:45 § Science D230 § University of Wisconsin - Stevens Point

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### **I. Course Description**

This course is designed to introduce students to the practice and profession of school psychology. Students explore foundations of school psychology practice, including historical, legal, ethical, and multicultural foundations. They also explore career pathways in school psychology and gain an in-depth knowledge of training, credentialing, and employment contexts. Beyond these foundations, students learn about concepts in assessment and intervention in the academic, social, emotional, and behavioral domains. The course concludes with a discussion of systems-level reform and future directions for the profession. Overall, this course is designed to teach students about the historical and contemporary status of the field of school psychology. The course format will include a combination of lectures, discussions, video presentations, small and large group activities, and case studies to facilitate student learning.

### **II. Prerequisites**

This is a specialized and rather advanced course in psychology, although only PSYC110 is required. It is also recommended that you have taken PSYC260 or PSYC360. It is also well-suited for advanced undergraduates who have interests in psychology, education, multiculturalism, social justice, and child and/or adolescent development.

### **III. Required Text**

Grapin, S. L., & Kranzler, J. H. (Eds.). (2018). School psychology: Professional issues and practices. New York, NY: Spring Publishing Company.

In addition, a variety of additional articles will be required reading as noted on the syllabus, under Section VII. These readings can be accessed from the specific discussion for which they are assigned, under the Assignments section of the Canvas course website. I'd advise accessing these articles in advance to ensure no difficulties with accessing the articles.

### **IV. Course Objectives**

Upon completing this course, students should be able to:

1. Identify the roles and functions of school psychologists
2. Demonstrate knowledge of the history and contemporary status of the field of school psychology
3. Demonstrate knowledge of legal and ethical foundations that govern the profession
4. Demonstrate knowledge of multicultural and social justice issues as related to school psychology practice
5. Demonstrate knowledge of foundational concepts in school-based assessment, consultation, & intervention
6. Describe assessment and intervention practices in the academic, socioemotional, and behavioral domains.
7. Describe fundamental issues in facilitating systems-level change and improving school climate and services
8. Describe contemporary and historical controversies in the field of school psychology
9. Articulate personal goals for professional and career development

## **V. Class Expectations**

- Attend *every* class and be *punctual*. Lectures include material not covered in the text.
- READ the material *before* each class. REVIEW material *after* class.
- Be *respectful* of others. Failure to do so may result in the student being asked to leave class. Side discussions between students, even in the back of the class, are very disruptive to others.
- Approach class and assignments as a *professional*. Be present, awake, attentive, and engaged.
- Do not cause distractions. Please make a habit of turning off ringers before class.
- Complete assignments and exams *as scheduled*. Communicate effectively regarding barriers.
- Take responsibility for your own learning *throughout* the semester. Don't expect extra opportunities at the end to raise your grade. Over-study at the beginning to ensure a good start.

## **VI. Course Resources**

The syllabus and grades will be available on Canvas ([www.uwsp.edu/Canvas](http://www.uwsp.edu/Canvas)). Announcements, assignments, articles, study guides and *partial* powerpoint presentations may also be posted. Please consult the instructor if you cannot access this website.

**VII. Attendance:** By university policy, regular attendance is expected and required. Thus, I do not give additional points for simple attendance; you are expected to be in class, both in body and mind. You will see your grade negatively affected by repeated absences as class demonstrations and discussions may be incorporated into exams. The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. Attendance may be the single most important factor under your control in determining your grade. Although I will not re-teach the material to you if you are absent, please let me know when you will miss class and ask a classmate to share notes if possible. University activities, religious beliefs, and military service are reasonable excuses but must be documented prior to absences according to university policy.

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit. See policies and instructions on the registrar's website regarding drop deadlines and procedures.

## **VIII. Make-up Exams and Late Assignments**

Make-up exams will be offered only under extreme circumstances (e.g., death in family, accident, medical emergency) decided on a case-by-case basis. To qualify for a make-up exam, students must: a) provide a valid excuse for missing the exam and b) schedule a make-up exam within one week of the missed exam. Failure to provide adequate rationale for missing an exam will result in a score of zero points for the exam. Final grades of "incomplete" will be determined in the same way.

Canvas submission of required assignments by class time on indicated due date is required to receive full credit (Do not email assignments). Assignments not submitted prior to class will result in at least a 10% reduction in credit per day.

Unless you are taking an exam through the Disability and Assistive Technology Center, all make-up exams will be proctored through the Department of Psychology during one of the official times. I will notify you of available times, and you will be expected to schedule during one of these times. Make-up exams should be completed within one week of the original exam date.

## **IX. Evaluation of Performance**

The following describes the requirements and assignments for this course. Evaluation of student performance will be based on scheduled exams, papers, and participation in and leadership in discussions. These projects will total 470 possible points, and final grades will be calculated as a percentage of total points earned. For all written assignments, editorial style of the American Psychological Association (sixth edition) is required. The paper must be turned in on Canvas electronically on or before the date it is due (see calendar). Go to the assignment module and submit as directed from this page.

**Participation/Discussion Leader:** (Total 80 points possible) All students are expected to complete readings in advance of class and to contribute to scheduled discussions. Students should conduct themselves in a professional manner during all discussions and course activities and will be graded based on participation. As a discussion leader, in collaboration with a group of 3 other peers, students will co-lead one discussion during the semester. This discussion will focus on the topic, lecture, and readings designated for the week in which it takes place (as indicated in the following course schedule). Discussion leaders will develop approximately 10 questions to pose to their peers. These discussion questions should be emailed to the instructor no later than 24 hours prior to the class in which they will be presented. Further details and example questions are posted on Canvas under the assignment of Discussion Leader. In addition to just posing questions to the group, leaders should be sure to summarize the main points of the article and leave the class with the take-away message or lessons learned.

You will have the opportunity to earn 10 points for participation in each of 6 discussions as a participant. As a discussion leader you will have the opportunity to earn 20 additional points. If you have an unexcused absence on a discussion day you will lose 10 points. If you have an excused absence on a discussion day (in which you are not scheduled to present) you will have the opportunity to submit a short paper to earn participation points (10 possible). You would be asked to answer the above 5 questions AND ask and answer 2 additional questions of your own. If you have an unanticipated reason to miss class on a day in which you were scheduled to be a discussion leader, please contact me immediately at [bgathje@uwsp.edu](mailto:bgathje@uwsp.edu)

Each group of discussion leaders will consist 4 people and occur according to the following schedule. Links to each article can be found on Canvas under the Assignments module.

For 1/30/19 - Discussion 1 Readings (Introduction to the field): Dr. Gathje leading

1. Weininger, O. (1971). The school psychologist as a chameleon. *Conseiller Canadien*, 5, 125–134.
2. NASP publication – Four ways to improve student mental-health support
3. NASP publication – School-based mental health services and school psychologists

For 2/13/19 – Discussion 2 Readings (Foundations of Intervention): Group 1 leading

1. Fuchs, D., & Fuchs, L. (2006). Introduction to Response to Intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41, 93-99.
2. National Center for Response to Intervention. (2010). *Essential components of RTI: A closer look at Response to Intervention*. Washington, DC: Author.

For 3/6/19 – Discussion 3 Readings (Social, Emotional, & Behavioral): Group 2 leading

1. National Association of School Psychologists. (2015). *School psychologists: Qualified health professionals providing child and adolescent mental and behavioral health services* [White paper]. Bethesda, MD: Author.
2. National Association of School Psychologists. (2009). *Appropriate Behavioral, Social, and Emotional Supports to Meet the Needs of All Students* (Position Statement). Bethesda, MD: Author.

For 3/27/19 – Discussion 4 Readings (Consultation): Group 3 leading

1. Li, C., & Vazquez-Nuttall, E. (2009). School consultants as agents of social justice for multicultural children and families. *Journal of Educational and Psychological Consultation, 19*, 26-44.

For 4/24/19 – Discussion 5 Readings: Group 4 leading

Articles will be determined based on class interest and relevant media articles

For 5/6/19 – Discussion 6 Readings: Group 5 leading

Articles will be determined based on class interest and relevant media articles

Exams: There will be three exams over the course of the semester. Exams will consist of multiple-choice questions and short answer questions. Each will be worth 100 points. The final exam will NOT be cumulative. Exams will be closed-book and monitored. Any student caught cheating will receive a score of zero on the exam, as per the academic integrity policy listed below. Without a documented and pre-approved excuse, students will not be allowed to enter the classroom once the exam has started. Instead a score of zero will be provided for late arrival on exam days.

NASP website assignment: Your assignment is to use the NASP website in order to educate yourself on school psychology. This website has great resources. Your task is to find and read something that is of interest to you, summarize this information in a brief paper, respond to the information that you've learned, and discuss how this new information may influence your own career path. My advice is to go to the NASP website at [nasponline.org](http://nasponline.org) and review posts under the first tab, labeled "About School Psychology". There are many media room articles that I hope you find interesting. There is also a plethora of other information. Just be careful not to just copy and paste information. Summarize in your own words or points will be deducted for plagiarism. Feel free to write this paper on any one thing you find interesting. The goal with this assignment is not to have you write excessively but to write enough that I can see you have spent adequate time on this website learning about the field. Consequently, only a 2-page paper is expected. This paper is worth 30 points. Due Date: 2/8/19 11:59 PM

School Psychologist Guest Speaker: On 2/27/19 school psychologists will be coming in to discuss their experience in the field. Your presence in class is extremely important to complete this assignment. Your assignment prior to class is to develop at least five questions that you would be prepared to ask. In the paper you write, I expect you to list the questions you had prior to class, as well as summarize information you learned. Please reflect on what new information you learned, compare this with information you've learned through other sources, and indicate how this furthers your understanding of how school psychology is different than other related professions. This paper should be at least 3 pages but should not exceed 5 pages. It will be worth 30 points. Due Date of Paper: 3/6/19, 9:30 AM

Grad Student Interview Paper: In collaboration with the graduate program in School Psychology at the University of Wisconsin at LaCrosse, you will be conducting a brief interview with a current student in order to learn more about what it is like to be a graduate student in school psychology, what steps need to be taken now to prepare for such a path, as well as any other questions you'd like to ask. You will either establish contact and conduct this interview individually or with a partner given that there are only 12 graduate students available. You should first make contact via telephone, but document this communication with a follow-up email to confirm and thank the student. You should aim for a 30 minute interview, but schedule this in a one-hour time period so the conversation is not rushed. I would advise having 8-12 questions prepared for this interview, knowing that you may or may not get through all. The interview needs to be complete by 4/1/19. Due Date for paper: 4/17/19, 9:30 AM. Each paper will be worth 30 points

## VIII. Point Distribution

Point distribution for this course is as follows.

<u>Point Distribution:</u>	<u>Possible</u>
Exam #1	100 pts
Exam #2	100 pts
Exam #3	100 pts
NASP Website Assignment	30 pts
Guest Speaker Paper	30 pts
Grad Student Interview Paper	30 pts
Discussion #1	10 pts
Discussion #2	10 pts
Discussion #3	10 pts
Discussion #4	10 points
Discussion #5	10 points
Discussion #6	10 points
Discussion Leader	20 points
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<b>Total:</b>	<b>470 points</b>

### Total Points to Final Grade:

A	= 435-470 (92.5-100%)
A-	= 421-434 (89.5-92.4%)
B+	= 407-420 (86.5-89.4%)
B	= 388-406 (82.5-86.4%)
B-	= 374-387 (79.5-82.4%)
C+	= 360-373 (76.5-79.4%)
C	= 341-359 (72.5-76.4%)
C-	= 327-340 (69.5-72.4%)
D+	= 313-326 (66.5-69.4%)
D	= 280-312 (59.5-66.4%)
F	= 0-279 (0-59.4%)

*Note: Extra credit will NOT be available.*

*Final grades of "Incomplete" will be given only under extreme circumstances. An Incomplete is not an option for students who feel overwhelmed by academics, work schedules, or extracurricular activities.*

## X. Students' Rights & Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. To ensure that each student has the opportunity to succeed, the University has developed a set of expectations for all students and instructors. This set of expectations is known as the *Rights and Responsibilities* document (link provided on Canvas) and is intended to help establish a positive living and learning environment at UWSP.

## XI. Academic Integrity

Academic integrity is central to the mission of higher education, particularly to UWSP. Academic dishonesty includes, but is not limited to, cheating, fabrication, falsification, and plagiarism. Plagiarism includes copying or paraphrasing other students' work, and copying or paraphrasing material from sources (e.g., internet, articles, books) without using quotations or citations. Plagiarism will result in an immediate rejection of the work. Any student who engages in plagiarism will be given the opportunity to repeat the work and have it graded appropriately. Consistent with university policy, a written reprimand will be placed in the student's disciplinary file. "Accidental plagiarism" – naiveté about what constitutes plagiarism – will not be accepted as a legitimate excuse.

Violation of academic integrity is left to the discretion of the professor of this course. The minimum penalty is a zero for the exam/assignment. For more information, see the UWSP “Student Academic Standards and Disciplinary Procedures” section of the *Rights and Responsibilities* document, Chapter 14. A link to this document is provided on Canvas.

To maintain the integrity of in-class exams, the use of electronic devices will not be permitted during exams without prior documented approval from the Disability Services office or other pertinent offices on campus. This includes, but is not limited to, requests to use cellular or wireless network-enabled mobile devices for foreign language translation assistance. Students who are found using these devices will be dismissed and receive a zero for their exams.

## **XII. Accommodations and Disabilities**

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center, if you have not done so already, and then contact the professor at the beginning of the course. For more information, please visit the Disability and Assistive Technology Center, located on the 6<sup>th</sup> floor of the Learning Resource Center. A link to the Center’s webpage is provided on Canvas.

## **XIII. Extra Assistance or Tutoring**

If you would like extra assistance related to course materials or have any questions related to your performance in the course, please come by my office hours or set up an appointment. If you would prefer help from a student, you can contact the UWSP Tutoring Learning Center (018 LRC, 715-346-3568) or utilize the Psychology Tutoring Center (contact ADA in the Psychology Department, 715-346-2883).

## **XIV. Title IX Disclaimer**

Given the nature of this course, any disclosure of unreported neglect, physical, or sexual abuse of a child made to a University instructor must be reported to the appropriate administrative or law enforcement officials. Instances of the sexual assault of an adult must also be reported to the University under the Clery Act.

## **XV. Mandatory Reporting of Illegal Acts**

Under several federal and state laws, and according to several university guidelines, I am required to report acts of a criminal or offensive nature that occur both within and outside of class. This includes acts of sexual harassment and assault, bias and hate crimes, illicit drug use, and acts of violence. Any disclosure or description of these incidents – both current and in the past – may be reported to the Dean of Students office (<http://www.uwsp.edu/dos/>) or the local authorities.

## **XVI. Emergency Responding**

In the event of a medical emergency call 911 or use Red Emergency Phone (located outside D230 Science). Offer assistance if trained and willing. Guide all emergency responders to the person in need.

In the event of a tornado warning, proceed to the lowest level interior room without window exposure. See <http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx> for floor plans showing severe weather shelters on campus. Avoid wide-span rooms and buildings.

In the event of a fire alarm, evacuate the building in a calm manner and meet on the north side of the Science Building (by the Health Enhancement Center). Notify instructor or emergency command personnel of any missing individuals.

In the event of an Active Shooter – Run/Escape, Hide, Fight. If trapped in a room, you should hide, lock doors, turn off lights, spread out, and remain quiet. Follow instructions of Emergency Responders.

See UW-Stevens Point Emergency Management Plan at <http://www.uwsp.edu/rmgt> for details on all emergency response procedures at UW-Stevens Point.

## Class Calendar – Spring, 2019

Wk	Date	Topic (s)	Reading	Assignments
1	1/23	School Psychology and Social Injustice	Ch 1: Main text	
2	1/28 1/30	Further definition of the school psychologist	Discussion 1 Readings	Discussion 1: 1/30 (Dr. Becky)
3	2/4 2/6	Assessment in School Psychology	Ch 6	NASP paper: due 2/8
4	2/11 2/13	Foundations of Intervention	Ch 7 Discussion 2 Readings	Discussion 2: 2/13 (Group 1)
5	2/18 2/20	Academic Assessment & Intervention	Ch 8	
6	2/25 2/27	EXAM #1 (CH 1, 6, 7, 8 + readings) Guest Speakers – Required attendance for 3/6 paper	EXAM #1	EXAM #1
7	3/4 3/6	Social, Emotional, & Behavioral Assess/ Inter	Ch 9 Discussion 3 Readings	Paper: due 3/6 Discussion 3: 3/6 (Group 2)
8	3/11 3/13	Cognitive Assessment	Ch 10	
9	3/25 3/27	Consultation	Ch 11 Discussion 4 Readings	Discussion 4: 3/27 (Group 3)
10	4/1 4/3	Systems-Level Reform & Program Evaluation	Ch 12	
11	4/8 4/10	EXAM #2 (CH 9, 10, 11, 12 + readings) Training & Credentialing	Ch 3	EXAM #2
12	4/15 4/17	Training & Credentialing (cont) Preparing for a Career	Ch 3 (cont) Ch 14	Grad Student Paper: due 4/17
13	4/22 4/24	Preparing for a Career (cont) Selected topics of interest: TBD	Ch 14 (cont) Discussion 5 Readings	Discussion 5: 4/24 (Group 4)
14	4/29 5/1	Future of School Psychology	Ch 13	
15	5/6 5/8	Selected topics of interest: TBD	Discussion 6 Readings	Discussion 6: 5/6 (Group 5)
<b>Exam #3 (Final) Chapters 3, 14, 13 + Readings</b> Monday, May 13, 12:30-2:30 - SCI D230				

\*This calendar is subject to change based on instructor's discretion. All modifications will be announced in class and placed on CANVAS. It is the responsibility of the student to stay informed of changes.