Syllabus

Course Information:
PSYC 5325 School Psychology
Spring 2017
Mondays 5:00 – 8:00
Location: HPR 253

Instructor Information: Megan Swisher, PhD
Office hours: Before or after class by appointment
Telephone: (214) 289-1860
Email address: mswisher@uttyler.edu (preferred method of contact)

Course Catalog Description
Examination of the profession of school psychology; problems of psychological evaluation and remediation, referral and liaison with community mental health agencies and other service centers; psychological reports and ethics of psychologists.

Student Learning Outcomes
- Students will develop a general knowledge base of school and systems structure and organization. {NASP DOMAIN 2.5}

- Students will gain a knowledge base of the standards, models, methods, and practice of the school psychology profession. Students will understand the roles and functions of school psychologists and different methods of service delivery. {NASP DOMAIN 2.10}

- Students will understand the history of school psychology and the regulation of its practice. {NASP DOMAIN 2.10}

- Students will learn about the credentialing and licensure requirements to practice school psychology. {NASP DOMAIN 2.10}

- Students will gain a knowledge base of legal standards that regulate and influence the practice of school psychology and special education (major court cases, federal laws and legislation relating to special education such as FERPA, IDEIA, and Section 504; state rules and regulations). {NASP DOMAIN 2.10}

- Students will learn about the ethical standards that regulate the practice of school psychology (NASP and APA) and use decision-making skills to anticipate and address ethical dilemmas. {NASP DOMAIN 2.10}

- Students will recognize the limits of their own competencies and knowledge base and identify ways in which to address areas of professional weakness if needed. {NASP DOMAIN 2.10}
• Students will have introductory knowledge of assessment processes within a school system. {NASP DOMAIN 2.1}

• Students will have introductory knowledge of prevention and intervention services within a school system. {NASP DOMAINS 2.3, 2.4, 2.6}

• Students will have introductory knowledge of varied methods of consultation, collaboration and communication applicable to individuals, groups, and systems within a school system. {NASP DOMAIN 2.2}

• Students will recognize how individual differences, abilities, disabilities and other diverse characteristics may influence learning, socialization and mental health within a school system. {NASP DOMAIN 2.8}

Assessments
• Mid-Term – 200 points (In Class)
  This exam will cover information from the readings and discussions during the first seven weeks of class and will be composed of multiple choice and matching questions along with vignettes and essay questions.

• Final Exam – 200 points (In Class)
  This exam will cover information from the readings and discussions during the semester and will be composed of vignettes and essay questions.

• Presentation – 200 points
  Students will be required to select a topic relevant to school psychology that could be presented to parents, teachers, administrators or colleagues. The length of the presentation will be determined based upon the class size and will be due during last several weeks of class. Topics must be approved by the instructor, and only one student may present on each topic.

• Group Resource Project – 200 points
  This assignment will consist of three groups. The number of students needed in each group will be determined based on the class size, and student preference will be taken into consideration. Further, the minimum number of resources required for each group will also be determined based on class size and the number of members per group. In addition to instructor grading, group members will be asked to provide feedback about the participation and professionalism of others within the group.
  o Group 1 will research Apps relevant to the field of school psychology and appropriate for students, parents, school personnel or school psychologists. A list of the Apps, along with a synopsis of each App and any supporting research, will be provided as a handout for each member of the class. The group will be required to provide a demonstration of a selection of the Apps.
  o Group 2 will research Internet sites relevant to the field of school psychology, and these may include resources for prevention, intervention, assessment, legal issues, record keeping, organization, professional listservs, etc. A list of the Internet sites, along with a synopsis of each and any supporting research, will be provided as a handout for each member
of the class. The group will be required to provide a presentation of a selection of the Internet sites.
  o Group 3 will research recent journal articles related to the field of school psychology. Articles must have been published within the last five years and must be peer-reviewed. This group will provide the class with an annotated bibliography of the selected articles and will provide a presentation highlighting important findings in the research.

- **Class Participation/Attendance** – 100 points
  Students are expected to attend class each week and participate in class discussions. Five points will be deducted for each missed class unless approved. Five points will also be deducted when students do not participate in class.

- **Journal** – 100 points
  Students will be expected to keep a journal throughout the semester with at least one entry per week. Generally, journal entries will include reactions and reflections regarding the readings, class discussions, and class activities, and at least one journal prompt will be provided each week through Blackboard.

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**Evaluation and Grading**

There is a total of 1000 points available in the class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Points Earned</th>
<th>Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term</td>
<td>200</td>
<td>900 – 1000</td>
<td>A</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
<td>800 – 899</td>
<td>B</td>
</tr>
<tr>
<td>Presentation</td>
<td>200</td>
<td>700 – 799</td>
<td>C</td>
</tr>
<tr>
<td>Group Resource Project</td>
<td>200</td>
<td>600 – 699</td>
<td>D</td>
</tr>
<tr>
<td>Journal</td>
<td>100</td>
<td>0 – 599</td>
<td>F</td>
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**Required Texts**


**Related Readings**

Please note that these texts are not required and are supplemental readings. Information from these sources will be integrated with the class lectures.


In addition to these texts, the Psychologists’ Licensing Act and Rules and Regulations of the Texas State Board of Examiners of Psychologists will be sources of reference. This can be accessed online at [www.tsbep.state.tx.us](http://www.tsbep.state.tx.us)

**Course Policies (attendance, make-up assignments, etc.)**

Course attendance and participation is an integral part of learning; therefore, attendance for each class is required. If for some reason a student is unable to attend class, the instructor should be notified as soon as possible.

**Topical Outline**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Readings/Activities</th>
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</thead>
</table>
| 1    | Jan 23  
 Introductions  
 Review of Syllabus  
 Introduction to School Psychology (SP)  
 History of SP | **SP for the 21st Century**  
 Ch. 1 Introduction to the Field of SP  
 Ch. 2 The Historical Context of SP |
| 2    | Jan 30  
 Training/Credentialing  
 Roles of School Psychologists  
 Ethics in SP | **SP for the 21st Century**  
 Ch. 3 The Changing Face of SP (pp 40-49)  
 Ch. 4 Becoming a SP  
 Ch. 5 Working as a SP  
 Ch. 6 Legal and Ethical Issues in SP (pp 135-142) |
| 3    | Feb 6  
 Legal Issues and SP | **SP for the 21st Century**  
 Ch. 6 Legal and Ethical Issues in SP (pp118-134) |
| 4    | Feb 13  
 Legal Issues in SP continued | **Ethics and Law for School Psychologists**  
 Ch. 3 Privacy, Informed Consent, Confidentiality and Record Keeping |
| 5    | Feb 20  
 Prevention  
 Response to Intervention  
 Facilitating Change | **SP for the 21st Century**  
 Ch. 7 Facilitating Change through Data-Driven Problem Solving: A Model for SP Practice |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Reading Material</th>
</tr>
</thead>
</table>
| 6 Feb 27 | Assessment: Academic Cross-Battery Assessment: Guest Speaker                      | *SP for the 21st Century*  
Ch. 8 The SP’s Role in Assessment pp. 169-180  
Ch. 9 The SP’s Role in Prevention and Intervention: Part 1. Academic Skills  
*Ethics and Law for School Psychologists*  
Ch. 6 Ethical and Legal Issues in Psychoeducational Assessment |
| 7 Mar 6  | Assessment: Emotional/Behavioral                                                   | *SP for the 21st Century*  
Ch. 8 The SP’s Role in Assessment pp. 180-193 |
| 8 Mar 20 | Mid-Term                                                                          | Mid-Term                                                                        |
| 9 Mar 27 | Intervention and Prevention: Counseling in the Schools Crisis Intervention         | *SP for the 21st Century*  
Ch. 10 The SP’s Role in Prevention and Intervention: Part 2. Mental Health/Social-Emotional Behavior  
*Ethics and Law for School Psychologists*  
Ch. 7 Ethical and Legal Issues in School-Based Interventions |
| 10 Apr 3 | Consultation                                                                       | *SP for the 21st Century*  
Ch. 11 The SP’s Role in Collaboration, Consultation and Facilitation of Systems Change  
*Ethics and Law for School Psychologists*  
Ch. 8 Indirect Services I: Ethical-Legal Issues in Working with Teachers and Parents  
Ch. 9 Indirect Services II: Special Topics in System-Level Consultations |
| 11 Apr 10| Supervision Future of SP                                                           | *SP for the 21st Century*  
Ch. 13 Moving the Field Forward: Mapping the Future of SP  
*Ethics and Law for School Psychologists*  
Ch. 11 Ethical and Legal Issues in Supervision  
*Group Resource Projects Due* |
| 12 Apr 17| Organization  
Panel Discussion with LSSPs                                                   | Panel Discussion  
*Presentations Due* |
| 13 Apr 24| Identification of Professional Strengths and Opportunities for Growth Positive Psychology in SP | Class Discussion  
*Presentations Due*  
*Journals Due* |
| 14 May 1 | Final Exam                                                                         | Final Exam                                                                      |
University Policies:

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.
Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

(i) “Cheating” includes, but is not limited to:
• copying from another student’s test paper;
• using during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or
information about an unadministered test, test key, homework solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.