

**EASTERN KENTUCKY UNIVERSITY**  
Department of Psychology  
FALL 2015  
PSY 848 / CRN 10762  
**INTRODUCTION TO SCHOOL PSYCHOLOGY**  
(3.0 Semester Credit Hours)

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Time: M 5:00 PM – 7:40 PM

**CATALOG DESCRIPTION:** Prerequisite: departmental approval. Theory observation and supervised practice in the role of school psychologists. Includes systems analysis, the consultation process, and interprofessional relationships. Intervention skills appropriate for dealing with those problems.

### **OVERVIEW**

The goal of this course is to serve as a general introduction to students of the field of school psychology and provide an overview of the major issues related to the professional practice of psychology in the schools. Topics for study include; (1) historical development of education and the field of school psychology, (2) education and training, (3) roles and function, (4) multi-tier systems of support and problem solving models, (5) multicultural diversity, (6) special education process, and (7) crisis and suicide. Students will become familiar with the current literature and will acquire a conceptual knowledge base for entry and further study in school psychology.

### **STUDENT LEARNING OUTCOMES**

The student who successfully completes this course will be able to do the following:

1. Demonstrate an understanding of the history of school psychology and its interaction with other disciplines.
2. Demonstrate knowledge of the roles and functions of school psychologists.
3. Identify concepts related to assessment, consultation, and intervention.
4. Demonstrate an understanding of the legal requirements for conducting assessment, consultation, and interventions.
5. Demonstrate the ability to write a comprehensive literature review on a school psychology related topic.
6. Demonstrate knowledge regarding multicultural issues.
7. Identify concepts and procedures related to crises and suicide prevention and intervention.

## **COURSE REQUIREMENTS**

1. **Exams** (35% of Grade): The exams will be based on the class readings and any speakers that may present in class. There will be a focus on the integration of the material rather than simple fact recall. There will be two exams that are essay and short answer questions. The final exam will not be cumulative.
2. **Semester Project/Paper** (25% Paper/ 5% Project/ 5% Presentation of Grade): The project/paper will be based on a particular area of school psychology such as inclusion, crisis intervention, or full service schools. There are three portions of this project. The first is a 2500 word (roughly 10- page) literature review on the given topic with appropriate citations. The count will not include cover page or bibliography. The literature review should be in accordance with APA style. A peer review will also contribute to the lit review grade.

The second portion of the project is to convert the literature review into a form that could be understood by children, parents, and/or teachers. This can take the form of a movie script, children's book, game, etc.. There is no minimum requirement for this portion of the project but it should reflect the essential points of the topic gained from the literature review.

The third portion of the project will be to give a 10-minute PowerPoint presentation of your literature review in class and to provide appropriate handouts. Further details regarding the specifics of the presentation will be given in class.

3. **Assignments** (15% of Grade): Students will be asked to complete a variety of assignments throughout the semester. Examples can be found in the tentative schedule.
4. **Weekly Readings/ Cybermentoring** (15% of Grade): Students will be asked to answer weekly questions regarding the week's readings and to correspond with their assigned cybermentors.

### **Method of Presentation**

We will use lectures, power point, open discussion, guest speakers, and videos.

### **Method of Evaluation**

The various course requirements will contribute to your grade accordingly.

<u>Course Requirement</u>	<u>Percentage to Final Grade</u>
Exams	35%
Lit Review Paper	25%
Lit Review Project	5%
Lit Review Presentation	5%
Assignments	15%
Weekly Readings & Cybermentoring	15%

The following grading system will be used for this course.

A	=	90-100%
B	=	80-89%
C	=	70-79 %
D	=	60-69%
F	=	<60%

Overall progress in the course can be monitored through the Blackboard Grade Center where all exams, lit reviews, weekly readings and assignments will be posted.

### **Required Textbooks:**

*Best Practices in School Psychology* (4-book series) edited by Alex Patti Harrison & Alex Thomas, 2014. ISBN 978-0-932955-52-4

*The State of School Psychology in Kentucky – 2010*

- by Dan Florell & Samantha Buchanan
- This publication can be downloaded from <http://www.psychology.eku.edu/KAPS/>
- This will be available on the Blackboard site.

### **Attendance Policy**

Graduate students are expected to attend all classes. The instructor will note when students are missing. Excessive absences will not be tolerated and will have a negative impact on the student's class grade and standing in the School Psychology Program.

### **Make-up Test Policy**

Make-up tests will be handled on a case by case basis. Please contact me **before** the test if you must miss. If an emergency precludes this, please contact me as soon as circumstances permit. Tests must be *made up before the next scheduled test or you will receive a 0* on the test that you missed. It is your responsibility to tell me that you need to make-up a test and schedule a time.

### **Drop Policy**

If students need to drop this course, they are directed to the *Colonel Compass* for information and deadlines for accomplishing this.

**Bb:** This is a Blackboard assisted course. The lectures, slides, assignments, grades and outside readings can be found on the Blackboard site for this course. It is recommended to use the *Firefox* browser for all Blackboard related content.

### **Academic Integrity Policy**

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at [www.academicintegrity.eku.edu](http://www.academicintegrity.eku.edu). Questions regarding the policy may be directed to the Office of Academic Integrity.

**Official E-mail**

An official EKU e-mail is established for each registered students, each faculty member and each staff member. All university communications sent via e-mail will be sent to this EKU e-mail address.

**Writing Expectations**

Students in all psychology courses are expected to use correct grammar, spelling and composition in written assignments. These elements of writing will be taken into consideration in grading all out-of-class writing assignments. If you would like free help with your writing, you may use the writing lab: Case Annex 173 (622-6191).

**Disability Statement**

*A student with a “disability” may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.*

If you are registered with the Office of Services for Individuals with Disabilities, please obtain your accommodation letters from the OSID and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the OSID, please contact the office in the Whitlock Building Room 361 by email at [disserv@eku.edu](mailto:disserv@eku.edu) or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

**Title IX Statement**

EKU is committed to a respectful and inclusive environment and thus prohibits discrimination, harassment, or violence of any kind. It also requires faculty members to report any information that may indicate that discrimination, harassment, or violence has affected any member of the University community. If you share information that indicates that you have witnessed or experienced such behavior, I will have to provide that information to University officials - consider this in choosing what information you post. If you would like to obtain confidential help from someone who does not have to report the information, please go to [www.titleix.eku.edu](http://www.titleix.eku.edu) for resources.

## TENTATIVE COURSE OUTLINE

<u>DATE</u>	<u>TOPICS</u>	<u>READINGS</u>
Aug. 24	Distribution of Syllabus & Introduction	F&W Ch. 1 BP-DB Ch. 1 NASP Tx. Model
Aug. 31	History of School Psychology	F&W Ch. 2
Sept. 7	<b>HOLIDAY</b> – No Class	
Sept. 14	Roles & Functions School structure, climate and culture <b>Due – Topic for Project/Paper</b> <b>Due – Teacher Shadowing Assignment</b>	F&W Ch. 3 & 4 BP-SyL Ch. 1 SSP-KY
Sept. 21	Multi-Tier Systems of Support Problem-Solving Model	BP-DB Ch. 2 BP-DB Ch. 3
Sept. 28	RTI - Academics <b>Due – CBA Assignment</b> <b>Due – Paper Outline</b>	BP-StL Ch. 9 BP-F Ch. 23
Oct 5	<b>MIDTERM EXAM</b>	
Oct. 12	<b>HOLIDAY</b> – No Class	
Oct. 19	RTI - Behavioral <b>Due - FBA Assignment</b>	BP-DB Ch. 18 BP-StL Ch. 11
Oct. 26	Indirect Service – Consultation <b>Due – Rough Draft Project/Paper</b>	BP-DB Ch. 29 BP-DB Ch. 30
Nov. 2	IDEA & 504: Referral Procedure & SLD <b>Due – Peer Review</b>	BP-DB Ch. 22 Handout KARS
Nov. 9	IDEA & 504: EBD, Other Disorders & DSM-5 <b>Due – Lit Review Project</b>	BP-DB Ch. 24 BP-SyL Ch. 22 Handout KARS
Nov. 16	Class Paper Presentations	None

Nov. 23	Crisis & Suicide <b>Due – Final Paper</b>	BP-SyL Ch. 15 BP-SyL Ch. 19
Nov. 30	Accountability & Diversity <b>Due – First Year Self-Eval of Progress</b>	BP-F Ch. 27 BP-F Ch. 1
Dec. 7 - Monday	<b>FINAL EXAM</b>	<b>5:00 – 8:00 pm</b>

1. Unless noted otherwise, there is a Weekly Reading \ Cybermentoring due each class period.
  2. There will be speakers interspersed throughout the semester and possible supplemental readings.
- **F&W** = Fagan, TK & Wise, PS (2007). *School Psychology: Past, Present, and Future* (3<sup>rd</sup> Ed.).
  - **BP** = *Best Practices in School Psychology* (4-book series) edited by Patti Harrison & Alex Thomas, 2014.
    - **BP-DB** – Data-Based and Collaborative Decision Making
    - **BP-StL** – Student-Level Services
    - **BP-SyL** – Systems-Level Services
    - **BP-F** – Foundations
  - **NASP Tx. Model** – NASP Model for Comprehensive and Integrated School Psychological Services - 2010
  - **SSP-KY** – *State of School Psychology in Kentucky – 2010*
  - **KARS** = Kentucky rules and regulation forms