SEMINAR IN SCHOOL PSYCHOLOGY

I. General Information

Professor: Harold R. Keller, Ph.D.
Office: EDU 380P
Phone 974-9316; dept: 974-3246; fax: 974-5814
E-mail: hkeller@tempest.coedu.usf.edu
Office Hours: By appointment
Class Time: Mondays 2:00 – 3:50 pm
Class Room: EDU 254

II. Class Texts


R Supplemental readings.

III. Course Purpose and Objectives

The purpose of this course is to facilitate understanding the current challenges, issues, research questions, and practices of school psychologists delivering services in the schools and other mental health/educational settings. The influences of other psychological, educational, and legal perspectives will be addressed as we prepare for the multifaceted concerns that constitute school psychology. Consistent with a scholar-practitioner model, a problem-solving approach, and an ecological perspective, emphasis is placed upon the integration of theory, research/evaluation, and application within multiple settings and contexts in which school psychologists practice and with which our clients interrelate. Important aspects of the contexts for practice and for the development of our clients include multiple considerations around diversity issues (e.g., influences of cultural and racial/ethnic backgrounds, limited English proficiency/English-as-a-second language, gender, sexual orientation, disability). Therefore, diversity issues and their effects on practice and on the development of children, youth and their families will be an important focus within the class.
Upon completion of this course students will have demonstrated:

1.0 Knowledge of the history and foundations of school psychology.
2.0 Knowledge of legal and ethical issues in school psychology.
3.0 Knowledge of professional issues and standards in school psychology.
4.0 Knowledge of the roles and functions of school psychologists including exposure to special education and alternative service delivery systems.
5.0 Knowledge of the conceptual models and emergent technologies in psychology that facilitates the delivery school psychology services.
6.0 Knowledge of current controversial issues in school psychology and the ability to critically discuss these issues.
7.0 Appreciation for diversity and its effects on all aspects of teaching, learning, and practice with children, youth, and their families.

IV. Course Policies and Procedures

Attendance and participation. Class attendance is expected. Please let the instructor know in advance, whenever possible, if you will be unable to attend a particular class. Students are expected to be punctual and to complete all assignments on time (including readings), unless there is an emergency (e.g., death in the family, illness). If an emergency situation arises, please contact the instructor to make the necessary arrangements. Class participation is viewed as an integral part of learning. Indeed, participation is part of your grade. Therefore, individual participation is essential and expected in all aspects of the course. Since education and learning are active, cooperative efforts, students are expected and encouraged to raise issues, provide feedback, suggest topics for discussion, and make comments pertinent to the content of the course. Students are expected to respect differences, and to provide constructive feedback and support to colleagues in discussions and in the development of ideas for assignments. My responsibility is to provide opportunities, facilitate, and provide constructive feedback with regard to student learning and skill acquisition.

Incompletes and unsatisfactory grades. Students will not be given an Incomplete in the course unless there is an appropriate reason (e.g., medical problems). Students will not have the option of doing extra work to raise their course grade unless there are appropriate extenuating circumstances (e.g., medical problems). This course (EDF SPS 6936) fulfills one of the core requirements for the school psychology program. Therefore, satisfactory progress for students in that program is defined as attainment of a B or better.

Students with special needs. The College of Education shares the University’s commitment to eliminating barriers to the education of all students accepted and enrolled in our programs and courses. Therefore, the faculty of the College of Education will make every effort to follow the policies and procedures outlined by the University and articulated by the Office of Disabled Student Academic Services. Students may contact the Disabled Student Services Office (SVC 1133) for more information. Students are
responsible for notifying faculty of any disability that may affect their learning processes and are encouraged to provide the Disabled Student Services Office with all documentation of said disability. Students with special needs that affect their ability to participate fully in the class or to meet all course requirements should bring this to the attention of the instructor as soon as possible so that appropriate accommodations can be arranged.

Written work must be typed. Opportunities to write and receive feedback will be provided. Much of our professional performance does and will involve extensive written and oral communication. Assignments and feedback will provide opportunities to enhance those written and oral communication skills. Note that judgments about our performance and expertise are often made on the basis of our written and oral communication. It is very difficult to understand the substance of what is being communicated when there are extensive spelling, grammatical, and stylistic problems in written work. Therefore, I will provide feedback on the substance of what is presented, as well as about spelling, grammar, and style.

Competence does not come easily. This course, even the year-long sequence and all the program-related courses in the first year, is merely the beginning of competence development. Therefore, this course, and the program, will require considerable commitment and effort from the instructor(s) and the students. It is critical that readings, tasks, and preparation for all classes are done and done in a timely manner. Be certain to raise questions and concerns, so that I can be responsive to those issues. Giving and receiving direct and constructive feedback, and responding effectively to feedback are critical to the development of competence.

University policy on religious observances. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting.

E-mail communication. E-Mail is used often as an effective method of communication between students and their instructor. Sending e-mail is considered the same as sending hard copy by the instructor, so students should check their e-mail frequently. Additionally, students should take advantage of this form of communication as questions and ideas arise throughout the course.

V. Assignments

Students will be evaluated in two ways throughout the semester. First, you will be evaluated on your attendance, classroom participation, and independent reading of assigned materials. Second, you will be evaluated on your ability to research, evaluate, and disseminate information (orally and in writing) on topics pertinent to the field of school psychology.

1. Class attendance and participation (26% of grade). Students are expected to attend all classes. Your reading, questions for discussion,
and participation are critical. Submitting questions, based upon your reading, prior to class may facilitate class discussion and presentations. On any four weeks during the semester submit a set of questions raised for you by the assigned readings that might focus/guide our classroom presentation/discussion. Submit your questions to me (via email or in my mailbox) by noon Friday preceding the assigned readings. Select any four weeks unrelated to your involvement in assignments 2 and 4.

2. **Student Led Discussion (25% of grade).** In addition to weekly participation, student dyads will be responsible for leading the class discussion one week during the semester. Each dyad will plan for the presentation of the material covered in the readings for that week, which could include (but is not limited to) lecture, small group activities, video, etc. Each dyad must consult with the instructor regarding specific topics and discussion questions must be handed out to the class one week prior to the presentation/discussion. Topics and dates will be determined during the second class meeting.

3. **Book Review (25% of grade).** Each student will be required to choose one book from those listed in the syllabus to review this semester. No two students may review the same book for this assignment. Write a critical review (3-5 typed pages) of the book you have read. *Note that Webster defines “critical” as careful evaluation; it does not necessarily involve criticism.* The review should include the following: a) a brief overview of the topics/themes addressed in the book; b) a few specific highlights of the book’s content (strengths and limitations); c) comments on the utility of the book (i.e., who would benefit from reading the book and in what ways would they benefit; d) brief discussion of practical implications of the book for school psychologists; and e) identify a couple of important research questions that the book raised for you. *Due 11/26/01.*

4. **Reading Dialogue/Reaction Papers (24% of grade, 4% each).** Each student will be required to complete 6 reaction papers during the semester. Reaction papers provide an opportunity for you to express your opinions and thoughts about assigned readings, and to consider potential practical and research implications of what you have read. *Note that these papers should be spaced throughout the semester and not all turned in at the end of the semester so that student progress can be monitored over time.* Each paper should be 1-2 pages in length, include your critical reactions regarding the reading(s), and address what the information read means to you. Specifically, specify a couple of ideas or concepts that were most important to you and why they are important to you. Do you agree or disagree with ideas presented in the reading(s), and why? How do the readings relate (or not) to what you have seen in schools? How do the readings relate to previous readings.
and pertinent theoretical and applied issues from this and other courses? What do you see as important implications of the material read for practice and research? Are there some gaps in knowledge with respect to its application/research needs? Identify a couple of important research questions that might be addressed in the area. Did some of the information need further clarification or was some information not understood fully? I anticipate providing feedback on your writing and your integration of material, as well as engaging in some dialogue with you concerning questions you raise. Although the paper should have a professional quality and must be written in APA (2001) style, statements such as “I believe…” or “I think…” are appropriate. You will not be graded on your opinions, but rather the way in which they are expressed in written format. You should assume that the instructor has read the article. Therefore, an extended summary of the reading is not appropriate. More important are the above indicated considerations. The papers should be well organized and follow a logical progression. Reaction papers may reference content from other courses or other articles you are reading on your own as they relate to what you are saying about this class and the assigned readings. You will receive feedback regarding your writing skills, as well as your integration of the information presented in class. Reaction papers are due by noon the Friday preceding the assigned readings. Submit the reaction papers via email (either pasted or as an attachment; if attached, please save in Rich Text Format, RTF, so that we can communicate across PC and Mac machines if necessary). I will respond to your paper via email and may use your ideas and reactions to help guide classroom presentations/discussion.

### VI. Grading

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<tr>
<th>Class Participation</th>
<th>26% (points)</th>
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<tr>
<td>Student Led Class Discussion</td>
<td>25% (points)</td>
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<tr>
<td>Book Review</td>
<td>25% (points)</td>
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<tr>
<td>Reaction Papers (6)</td>
<td>24% (points)</td>
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<tr>
<td>Total</td>
<td>100% (points)</td>
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The grades for the course will be based upon the following:

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<thead>
<tr>
<th>Number of Points</th>
<th>Course Grade</th>
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<tbody>
<tr>
<td>98-100</td>
<td>A+</td>
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<tr>
<td>93-97</td>
<td>A</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>88-89</td>
<td>B+</td>
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<td>83-87</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<td>78-79</td>
<td>C+</td>
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<td>73-77</td>
<td>C</td>
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<td>70-72</td>
<td>C-</td>
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VII. Topics and Reading Assignments

8/27  Introductions; Course Introduction
Roles and Functions of School Psychological Practice
Review of Practicum: Dr. Deborah Rose
National History of School Psychology – Part I
F&W Ch. 1. Introduction to the field of school psychology (pp. 1-22).
F&W Ch. 2. Historical development of school psychology (pp. 23-68).

9/3  No Class

9/10 National History of School Psychology – Part II

F&W Ch. 3. The employment context of school psychologists (pp. 69-106).
F&W Ch. 4. Roles and functions of school psychologists (pp. 107-158).
BP Curtis, M. J., & Stollar, S. A. System-level consultation and organizational change (pp. 51-58).

9/24 Conceptualizing School Psychological Services – Part II: Scientist Practitioner Model, Research Issues
BP Keith, T.Z. Applied research (pp. 135-144).

At least the 1st Reaction Paper due preceding Friday at noon

10/1 Conceptualizing School Psychological Services – Part III: Ecological Contexts

Emerging Roles in School Psychology

10/8 The Education for All Handicapped Children’s Act: 94-142; The Individuals with Disabilities Education Act (IDEA) Legislation
JT&H Ch. 5. Ethical-legal issues in the education of pupils with disabilities under IDEA (pp. 95-147).
Read IDEA ’97 on Internet
At least the 2nd Reaction Paper due preceding Friday at noon

10/15 Section 504
JT&H Ch. 6. Section 504 and Americans with Disabilities Act. (pp. 148-167).
Read Section 504 on Internet

10/22 Florida State Special Education Regulations
State of Florida Exceptional Student Regulations
At least the 3rd Reaction Paper due preceding Friday at noon
10/29 Litigation and Landmark Court Cases in School Psychology – Part I


11/5 Litigation and Landmark Court Cases in School Psychology – Part II

JT&H Ch. 2. Law and school psychology: An introduction. (pp. 24-41).

JT&H Ch. 7. Ethical and legal issues in counseling and therapeutic interventions in the schools. (pp. 168-194).

At least the 4th Reaction Paper due preceding Friday at noon

11/12 Ethics – Part I

JT&H Ch. 1. Ethics in school psychology: An introduction. (pp. 1-23).

JT&H Appendix A. NASP’s principles for professional ethics. (pp. 263-273).

BP Dwyer, K. Government relations. (pp. 91-100).

11/19 Ethics – Part II

JT&H Ch. 3. Privacy, informed consent, confidentiality, and record keeping. (pp. 42-68).

JT&H Ch. 9. Research in the schools: Ethical and legal issues. (pp. 206-223).

JY&H Appendix B. Ethical principles of psychologists and code of conduct. (pp. 273-292).

BP NASP position statements. (pp. 1201-1236).

At least the 5th Reaction Paper due preceding Friday at noon

11/26 Ethics – Part III

JT&H Ch. 11. Ethical sanctions and legal liability. (pp. 249-260).

Ethical Dilemmas

Book Review due

12/3 Discuss First Semester Practicum Experiences

Future Perspectives

F&W Ch. 11. Perspectives on the future of school psychology. (pp. 383-416).

BP Reschly, D. J., & Ysseldyke, J. E. School psychology paradigm shift. (pp. 17-32).

BP Thomas, A. Facilitating professional effectiveness and avoiding professional burnout. (pp. 101-110).

Final Reaction Paper due preceding Friday at noon
VIII  Recommended Books for Book Review (Choose from among the following)


