

PSY 721 - Area Seminar in School Psychology

Fall 2009

Thursdays, 1:30 - 4:15, Poe 634

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Professor of Psychology
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Office: 628A Poe Hall
Office Hours: M 1:00 – 2:00 pm
and by appointment

Purpose

The primary purpose of this course is to acquaint students with major developments and issues relating to the graduate-level specialty of school psychology. Although PSY 721 serves as an introduction to school psychology for many students, for others with experience in the field, the course serves to update knowledge and to provide a forum to discuss professional practice issues.

Objectives

1. To develop an understanding of the historical background, present state, and future of school psychology.
2. To understand the roles and functions of the school psychologist.
3. To examine training trends and the roles of professional organizations within the field.
4. To identify and analyze various ethical, legal, and practical issues involving school psychologists.
5. To understand the variety of direct and indirect services school psychologists deliver.
6. To examine research within school psychology.
7. To synthesize all above objectives and create a personal perspective toward the specialty of school psychology.

Format

PSY 721 employs a seminar format to achieve its purpose and objectives. The instructor will present content and lead discussions during the first 13 weeks of the course, and students will be expected to contribute informed commentary based on assigned readings and lectures. In the final two weeks, students will present their papers before the group. To the extent schedules permit, guest speakers will be invited to participate in class sessions throughout the semester.

Texts and Readings

1. Fagan, T. K., & Wise, P. S. (2007). *School psychology: Past, present, and future* (3rd ed.). Bethesda, MD: National Association of School Psychologists. (FW) (Required)
2. Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed.). New York: Wiley. (JH) (Required)

The instructor will distribute other assigned readings as .pdf files. Given the current emphasis on response-to-intervention within IDEIA 2004, RTI will be considered in readings throughout the semester.

Requirements

1. *Attend class.* Students are expected to attend class and actively participate. At the instructor's discretion, two unexcused absences may result in a grade of F; three or more absences automatically will result in a grade of F.
2. *Complete all readings and submit eight written commentaries** From 9/3 to 10/29, the latter portion of each class meeting will be devoted to a critical, high-level discussion of the assigned readings (3-4 each week). Thus, it is essential to come to class well prepared to contribute.

A critical element in the initiation of these weekly discussions is that all class members must feel comfortable to ask whatever questions and make whatever comments they deem significant. Understandably, the instructor reserves the right to re-direct discussions that have moved off topic.

In order to prepare for the discussions and structure one's comments, students will prepare commentaries based on the week's assigned readings. These commentaries provide a vehicle to structure students' pre-class preparation, and commentaries themselves may contain questions, comments, critiques, analyses, applications, syntheses, etc. There are four guidelines:

- (a) a commentary must be no longer than one page of double-spaced text (approximately 250 words);
- (b) there must be a clear connection between the commentary and the week's readings;
- (c) a commentary must refer to all assigned readings and attempt to integrate content across the readings; and
- (d) each student must bring to class enough copies of his/her commentary to share with every other student and the instructor.

Each commentary will be graded on a four-point scale, with 1 = poor/marginal and 4 = excellent/outstanding. The instructor's primary considerations for grading are: (a) there must be an obvious connection between a commentary and the week's readings; (b) it must be clear from reading a commentary that all readings assigned for that week were read; (c) the commentary

should demonstrate *integration* of assigned readings (e.g., integration with respect to other assigned readings, to course content, to professional role, to personal experience); and (d) commentaries are expected to be literate, free of typographical and English usage errors, and written at a level appropriate for a graduate-level course. The instructor will give individual written feedback on commentaries to students on 9/24 and 10/29. (30% of course grade)

*Please note that the fall conference of the North Carolina School Psychology Association will be held in Raleigh, 10/11-13. *If you attend at least one full day of this conference, you will be excused from writing the final three commentaries.* However, you will still be responsible for the content presented in the assigned readings and expected to contribute to the class discussions. Please let the instructor know by 10/1 if you intend to exercise this option.

3. *Develop 3-4 questions for Dr. Jacque Mercer to address during her scheduled class presentation on 10/1.* The questions should relate to issues of school psychology practice, including RTI. Please submit questions to the instructor via email one week before her presentations (i.e., by 9/24). Note that this assignment does not contribute to the final grade per se but must be completed in order to pass PSY 721.

4. *Personally interview and "shadow" a local school psychologist and share your findings in class on 11/12.* Each student will arrange an on-the-job interview with a practicing school psychologist, observe the psychologist doing his/her work, and then participate in a class discussion. The instructor will assign students to Wake County Public School System staff psychologists, and it is expected that student and psychologist will meet at least two times. To provide for a somewhat standardized format, a list of suggested questions generated by past PSY 721 students is attached to this syllabus. Note that (a) completion of this assignment requires each student to fill out a "Basic Information Form" and "Confidentiality Agreement" (attached), and (b) this assignment does not contribute to the final grade per se but must be completed in order to pass PSY 721.

5. *Write an in-depth term paper on the most important issue/problem facing school psychology, or an innovation/development in school psychology that will greatly influence the future of the field.* APA *Publication Manual* guidelines (5th or 6th ed.) must be observed. Although length alone is a poor basis on which to judge the quality of a paper, it is expected that the text of this paper will be 18-20 double-spaced, word-processed pages in length. Less substantive, briefer papers may be returned ungraded with instructions for revision. Please discuss your topic with the instructor and obtain his approval by 10/15. Two copies of this paper will be due by 5:00 p.m. on Tuesday, 11/24. Papers will be graded along three primary dimensions [i.e., (a) integration/depth of topic coverage, (b) support/elaboration, and (c) clarity/organization] and two secondary dimensions [i.e., (a) originality of thought and (b) adherence to APA *Publication Manual* guidelines]. (40% of course grade.)

6. *Present the term paper in class.* During the final two sessions of the course, students will make oral presentations. The length of each presentation is likely to vary from 45 to 60 minutes. Even though the class size this semester is small, the use of PowerPoint (along with handouts of

individual slides) is strongly encouraged. The instructor will grade presentations using the attached "Presentation Evaluation Form." Class members also will evaluate each presentation using this same form in order to provide a broader range of feedback to each speaker. A summary of student ratings and comments, as well as those of the instructor, will be given to each speaker within one week following the presentation. Note that class member feedback is advisory and is considered to be independent from the instructor's evaluation. (30% of course grade)

Other Information

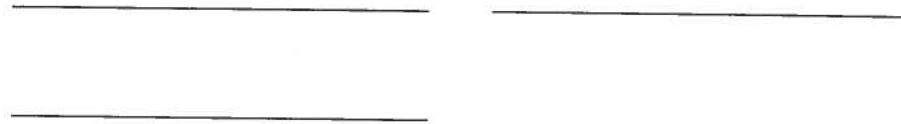
1. All assignments are due on dates indicated. Late assignments will lose one letter grade for each day late. Following NC State policy, a final grade of "incomplete" (IN) will be considered only in a case of a documented serious event.
2. To earn a final grade of A+, A, or A-, it is necessary (though not sufficient) for a student's written work to be free of typographical and English usage errors. Please carefully proofread and edit all submitted work.
3. The use of cell phones and pagers is prohibited during class time. If, because of a pending emergency situation you must have these units on, please set on "vibrate" mode only.

Course Outline

<i>Date</i>	<i>Topic</i>	<i>Readings</i>
8/20	Introduction to course	--
8/27	The field of school psychology Historical developments	FW, Ch. 1, 2 Tilly (2008) ⁺
9/3	The employment context Intro to roles and functions *Commentary #1 due in class	FW, Ch. 3, 4 JH, Appendix C Ysseldyke et al. (2006) ⁺
9/10	Intro to ethical and legal issues *Commentary #2	FW, Ch. 5 JH, Ch. 1, 2, 3 JH, Appendices A & B
9/17	Assessment I *Commentary #3	Kamphaus (2009) ⁺ NCDPI ⁺ JH, Ch. 4 Hintze et al. (2008) ⁺
9/24	Assessment II	JH, Ch. 5

	*Commentary #4; instructor feedback given *Questions for Dr. Mercer due via email	Reschly & Bergstrom (2009) ⁺ O'Donnell & Frick (2009) ⁺ Steege & Watson (2008) ⁺
10/1	Interventions I The contemporary practice of school psychology in NC (Dr. Jacque Mercer, WCPSS Psychologist) *Commentary # 5; instructor feedback given	Kratochwill et al. (2009) ⁺ JH, Ch. 7 Gresham (2007) ⁺
10/8	Fall Break – No Class	--
10/11-13	NCSPA Fall Conference in Raleigh	--
10/15	Interventions II *Commentary #6 *Have paper topics approved by today	Sheridan et al. (2008) Lane et al. (2007) ⁺ Martens & McIntyre (2009) ⁺ Sugai et al. (2008) ⁺
10/22	School consultation *Commentary #7	Gutkin & Curtis (2009) ⁺ JH, Ch. 8, 9 Kratochwill et al. (2007) ⁺
10/29	Multicultural issues; Training/Credentialing issues *Final commentary due (#8)	FW, Ch. 6, 7, 8 Frisby (2009) ⁺
11/5	WPE Away - No Class	--
11/12	Research in school psychology; Class presentations on WCPSS school psychologists; instructor feedback on commentaries given	Keith (2008) ⁺ JH, Ch. 10
11/19	Student presentations I	
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11/24 (Tues.)	Papers due to instructor by 5:00 pm today	
11/26	Thanksgiving Holiday – No Class	

12/3 Student presentations II; Course wrapup



+ Assigned reading available as .pdf from instructor.

Suggested Questions for School Psychologist Interview

- How many schools do you serve? How often are you at any one school?
- Describe a “typical day.”
- What sort of flexibility do you have in terms of engaging in counseling, intervention, or consultation activities versus assessment?
- What is your understanding of the ratio of students to school psychologists in the Wake County Schools?
- Describe your formal education and training in school psychology. What credentials (degrees, certificates, licenses) do you hold?
- What sort of ongoing supervision, feedback, and/or mentoring do you receive on the job? Who provides this supervision/feedback/mentoring?
- How frequently do you interact with other psychologists in public agencies such as community mental health?
- Do you think there is a shortage of school psychologists locally? In North Carolina? Nationwide?
- What are some advantages and disadvantages of having a specialist degree versus a doctoral degree in school psychology?
- A current school psychology textbook (Fagan & Wise, 2007) portrays the school psychologist as a “guest” in the house of education. Do you agree with this characterization?
- What is your current job satisfaction? Areas of satisfaction? Dissatisfaction?
- How do you view the issue of professional burnout within school psychology?

- How do school staff perceive the role of the school psychologist?
- Do you feel prepared and competent to handle issues of response-to-intervention (i.e., intervention alignment)?
- What is your understanding of the dynamics of student support teams? What features characterize particularly well functioning teams?

North Carolina State University
School Psychology Program
Practicum Agreement Form

Basic Information

Student:

Semesters: Fall 2009

Site: Wake County Public School System

Site Supervisor:

Telephone:

Address:

Dates of Placement: September - October, 2009

Number of Hours: 4-5 total hours

Confidentiality Agreement

I am enrolled in Dr. William P. Erchul's course, PSY 721 - Area Seminar in School Psychology at NC State University. For one course assignment, I will be observing the activities of a Wake County Public School System psychologist. Through this experience I understand that I may learn the names of actual clients (children, adolescents, parents) who are or will be receiving psychological services in the WCPSS.

In completing this course assignment, I will uphold the highest standards of confidentiality. This means I will neither use the real names of clients nor describe what I observed in ways that reasonably could lead to the identification of clients. To further maintain this confidentiality, I will discuss client issues only with my assigned WCPSS psychologist, faculty members associated with the NC State School Psychology Program, and/or other students enrolled in PSY 721.

Printed Name

Signature

Date

PRESENTATION EVALUATION FORM for PSY 721

Presenter:

Date:

Topic:

Please rate the presentation in relation to the following scales. You may mark on the page during the lecture, but also write your overall evaluations in the spaces at the right before returning this sheet (you may use decimal fractions if you wish). Mark N/A on any item for which you have inadequate basis for evaluation. Feel free to add any comments that you believe will be helpful to the presenter in planning future talks.

AMOUNT OF MATERIAL COVERED

1	2	3	4	5	6	7	_____
Too Little			Just Right for Class Length			Too Much	

LEVEL OF MATERIAL PRESENTED

1	2	3	4	5	6	7	_____
Too Simple			Good Choices			Too Complex	

AUDIO-VISUAL AIDS (Quantity)

1	2	3	4	5	6	7	_____
Too Few			Just Right for Topic			Too Many	

AUDIO-VISUAL AIDS (Quality)

1	2	3	4	5	6	7	_____
Not Very Helpful						Every One Helped	

USE OF POWERPOINT / PRESENTATION SOFTWARE

1	2	3	4	5	6	7	_____
Ineffective						Very Effective	

PRESENTATION STYLE

1	2	3	4	5	6	7	_____
Dull; Boring						Very Interesting	

CLARITY OF PRESENTATION

1	2	3	4	5	6	7	_____
Very Fuzzy						Always Clear	

ORGANIZATION OF MATERIAL

1	2	3	4	5	6	7	_____
Chaotic						Well Organized	

RESPONSES TO QUESTIONS

1	2	3	4	5	6	7	_____
Uninformative						Clear & Responsive	

OVERALL EVALUATION OF PRESENTATION

1	2	3	4	5	6	7	_____
Very Poor			Satisfactory			Excellent	

PLEASE WRITE ANY COMMENTS ON REVERSE SIDE OF THIS FORM.

References for PSY 721

- Fagan, T. K., & Wise, P. S. (2007). *School psychology: Past, present, and future* (3rd ed.). Bethesda, MD: National Association of School Psychologists. (FW)
- Frisby, C. L. (2009). Cultural competence in school psychology: Established or elusive construct? In T. B. Gutkin & C. R. Reynolds (Eds.), *Handbook of school psychology* (4th ed.) (pp. 855-885). New York: Wiley.
- Gresham, F. M. (2007). Evolution of the response-to-intervention concept: Empirical foundations and recent developments. In S. R. Jimerson, M. K. Burns, & A. M. VanDerHeyden (Eds.), *Handbook of response to intervention: The science and practice of assessment and intervention* (pp. 10 - 24). New York: Springer.
- Gutkin, T.B., & Curtis, M. J. (2009). School-based consultation: The science and practice of indirect service delivery. In T. B. Gutkin & C. R. Reynolds (Eds.), *Handbook of school psychology* (4th ed.) (pp. 591-635). New York: Wiley.
- Hintze, J. M., Volpe, R. J., & Shapiro, E. S. (2008). Best practices in the systematic direct observation of student behavior. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V* (pp. 319-335). Bethesda, MD: National Association of School Psychologists.
- Jacob, S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists* (5th ed.). New York: Wiley. (JH)
- Kamphaus, R. W. (2009). Assessment of intelligence and achievement. In T. B. Gutkin & C. R. Reynolds (Eds.), *Handbook of school psychology* (4th ed.) (pp. 230-246). New York: Wiley.
- Keith, T. Z. (2008). Best practices in using and conducting research in applied settings. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V* (pp. 2165-2175). Bethesda, MD: National Association of School Psychologists.
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- Martens, B. K., & McIntyre, L. L. (2009). The importance of treatment integrity in school-based behavioral intervention. In A. Akin-Little, S. G. Little, M. A. Bray, & T. J. Kehle (Eds.), *Behavioral interventions in schools: Evidence-based positive strategies* (pp. 59-71). Washington, DC: American Psychological Association.
- North Carolina Department of Public Instruction. (2007). *Policies governing services for children with disabilities*. Raleigh, NC: Author. (NCDPI)
- O'Donnell, C. W., & Frick, P. J. (2009). Assessment of personality and adjustment. In T. B. Gutkin & C. R. Reynolds (Eds.), *Handbook of school psychology* (4th ed.) (pp. 287-306). New York: Wiley.
- Reschly, D. J., & Bergstrom, M. K. (2009). Response to intervention. In T. B. Gutkin & C. R. Reynolds (Eds.), *Handbook of school psychology* (4th ed.) (pp. 434-460). New York: Wiley.
- Sheridan, S. M., Taylor, A. M., & Woods, K. E. (2008). Best practices for working with families: Instilling a family-centered approach. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V* (pp. 995-1008). Bethesda, MD: National Association of School Psychologists.
- Steege, M. W., & Watson, T. S. (2008). Best practices in functional behavioral assessment. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V* (pp. 337-347). Bethesda, MD: National Association of School Psychologists.
- Sugai, G., Horner, R., & McIntosh, K. (2008). Best practices in developing a broad-scale system of school-wide positive behavior support. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V* (pp. 765-779). Bethesda, MD: National Association of School Psychologists.
- Tilly, W. D. (2008). The evolution of school psychology to science-based practice: Problem solving and the three-tiered model. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology-V* (pp. 17-35). Bethesda, MD: National Association of School Psychologists.

Ysseldyke, J., Burns, M., Dawson, P., Kelley, B., Morrison, D., Ortiz, S., Rosenfield, S., & Telzrow, C. (2006). *School psychology: A blueprint for training and practice-III*. Bethesda, MD: National Association of School Psychologists.