

Course Title: Role of the School Psychologist

Course Prefix: SPSY 67912 / 77912

Frequency/semester Course is Offered: Annually, Summer Semester

Position in Sequence: Year 1, Summer Semester (Ed.S. Students)

Course Typically Taught by: Caven S. Mcloughlin, Ph.D.

Course Prerequisites: Graduate Standing, School Psychology Major

Catalog Description:

Study of role and functions of school psychologists in American education. Includes history of school psychology and future orientation. Five clinical/field hours.

Course Objectives:

This course is intended to provide an orientation to the professional practice of school psychology. The dual foundations for the profession--educational practice and psychological foundations--will each be illustrated in terms of their theoretical underpinnings as well as their professional applications. The interface between these two dimensions, in the context of public education, will be investigated through lecture, group discussion, individual investigation using multiple resources, and information provided by guests speakers. The primary instructional objective is to ensure that students become acquainted with the role of the school psychologist past, present, & future--in educational settings.

Learning Objectives: By the end of this course, the student is expected to have knowledge of conceptual, theoretical, and practical issues in school psychology and demonstrate the ability to think and behave as would an ethical professional psychologist.

Specific Learning Objectives Include:

1. Describe the major influences on the development of the profession of school psychology.
2. Describe and discuss the representational structure of school psychology (i.e., NASP, APA, OSPA).
3. Review the major roles and functions of school psychologists and explain their relationship within a comprehensive service delivery system.
4. List, discuss, and take a position on several fundamental issues that affect psychological service delivery in educational settings.
5. Understand and become familiar with the vocabulary/terminology specific to school psychologists.
6. Discuss conceptual and process dimensions of your "ideal" psychological service delivery system.
7. Outline a method for evaluating school psychologists and the effectiveness of their services.
8. Discuss school psychologists' involvement in multidisciplinary services within the special education domain.

9. List, discuss, and apply major ethical responsibilities of a psychologist, including Standards specifically developed for ethnic, linguistic, and culturally diverse populations, and educational and psychological tests.
10. Review and summarize major case law and legislative mandates that have influenced the practice and philosophy of school psychology.
11. Characterize the research trends within school psychology.
12. Describe and discuss areas of specialization for school psychologists.
13. Discuss graduate training in school psychology and outline the typical required core-content, and accompanying field experiences.
14. Define a "scientist-practitioner" approach to the practice of psychology and identify major challenges to the implementation of such an approach in contemporary educational settings.

This Course Contributes to the Completion of the following SPSY Program Missions/Goals:

Ed.S. Program

2A, 2E, 2G

4D

6A, 6C, 6D

7D

8B

9D

10A, 10B, 10C, 10D

11A, 11B, 11C, 11E

Coursework that Follows in the Sequence, and is Reliant on this Course's Content:

All SPSY Coursework

SPSY 6/77936 Practicum in School Psychology

SPSY 6/77992 Specialist Internship in School Psychology

SPSY 6/77995 Issues & Approaches in School Psychology

Required Readings:

Fagan, T. & Sachs-Wise, Paula. (2000). *School psychology: Past, present and future*. Bethesda, MD: National Association of School Psychologists.

Thomas, A., & Grimes, J. (Eds.) (2002). *Best practices in school psychology IV*. Bethesda, MD: National Association of School Psychologists.

Ysseldyke, J. et. al. (1997). *School psychology: A blueprint for training and practice II*. Bethesda, MD: National Association of School Psychologists.

Operating Standards and Forms for Ohio Schools Serving Children with Disabilities. (2003). Columbus, OH: Ohio Department of Education.

Additional Recommended/Required Readings:

Additional readings in text format (books, chapters and journal articles), and on the World Wide Web (WWW) will be required.

Instructional Methods:

Instruction will consist of illustrated lectures, discussions, large and small group activities, and guest speakers.

Requirements/Student Evaluations:

Design & Implementation of School Psychologist Interview: Each student will construct his or her set of questions ready to pose to school psychologist(s) so that the student's own developing-perceptions about the roles & functions of school psychologist can be tested against both the work, and the perceptions, of representative school psychologist(s) currently practicing in schools. A 10-page reaction paper is required from each student summarizing his/her perception about the contemporary and future roles & functions of school psychologists.

Presentation of 'Talking Points' Topic: Each student will make a presentation on the major points related to his/her 'talking points' topic. Each presentation should (a) be approximately 10-15 minutes in length, (b) take the form of a presentation in-service meeting for educators or a parent workshop, and (c) be supported with appropriate hand-outs or visual aids. The group will be divided into two sections, with presentations occurring concurrently.

Applied Practice, Research Summary: Each student will be provided with a *separate* topic to research related to contemporary concerns in the field. Each student will prepare a (maximum) five-page "talking-points" memorandum which comprehensively illustrates the major issues, the alternatives for action/consideration, and some summary statements related to their topic.

Final Examination: The Final Examination will cover content in the final 1/3 of the course. Test format will include short answer and matching questions.

Student Participation: Throughout this course student leadership in facilitating discussion about selected readings and giving brief presentations relative to the topic of the day will be expected. These activities would, for example, include preparing questions in advance for featured speakers and leading small groups. Student participation will be used to discriminate among students whose grades are on the borderline.

Policy on Grading:

Student proficiency is graded by letter grades as follows: A indicates superior attainment, B indicates average attainment, C indicates below average attainment, D indicates far below average attainment. Grades of B will be assigned to students who demonstrate mastery of the curriculum content but whose performance is not exemplary. Grades below B will be assigned when students do not demonstrate mastery.

Policy on Plagiarism:

Note: Plagiarism is a serious ethical violation. Any attribution of another's work as one's own without appropriate credit is considered plagiarism. This applies whether information is obtained from print, presentation, or electronic sources.

Students Experiencing Disabilities:

In accordance with Kent State University policy, if you have a documented disability and require reasonable accommodations to obtain equal access in this course, please contact the course instructor at the beginning of the semester, or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services (SDS) in the Michael Schwartz Student Services Center (330.672.2972).