

George Mason University
College of Education and Human Development
School Psychology Program
SPSY 671 - 3 credits
Role and Function of the School Psychologist
Fall/2018

Location: Center for Psychological Services 203N

Time: Wednesday 2:30-5:10

Instructor: Nicole Beadles, Ph.D., N.C.S.P.

Office: Thompson Hall 1702

Office Hours: Tuesday 12-1

Telephone: 703-993-5127

Email: nbeadles@gmu.edu

Course Prerequisites

Recommended corequisite SPSY 672

Catalog Description

Considers roles and functions of school psychologist in the educational environment, including all National Association of School Psychologists (NASP) practice standards. Includes certification process, relevant school law, ethical standards and practice, current and historical issues, and trends.

Notes: Open only to school psychology MA students, or by permission of instructor. Offered by Graduate School of Education. May not be repeated for credit.

Course Overview

This three credit-hour course is designed to provide an overview of the history and development of school psychology; traditional and emerging roles of the school psychologist; direct and indirect service delivery; standards of practice, codes of conduct and ethical decision making; laws and legal issues that influence the practice of psychology; and applications of research to practice. The content of this course is directly linked to professional activities of the school psychologist in educational, clinical, and research settings.

Course Delivery

This course uses a lecture format and variety of instructional methods, including instructor presentations, group discussions, writing assignments, and student presentations. These instructional methods emphasize critical thinking, self-evaluation, and collaborative discussions intended to provide reflective analysis.

Learner Outcomes or Objectives

The goal of this course is to establish a foundation of knowledge and skills relevant to the practice of school psychology.

This course is designed to enable students to do the following:

1. Communicate knowledge of the history of school psychology, current practice standards, and trends for the future.
2. Acquire comprehensive knowledge about the role of the school psychologist in educational and clinical settings.
3. Explain the direct and indirect services that school psychologists provide.
4. Understand the workings of general education, special education, and related services within a school setting.
5. Understand the intervention and evaluation process that operates in the public schools, the use of data in this process, and how a school psychologist fits into a school-based team.
6. Learn and apply codes of professional conduct, ethical principles, and laws that guide and govern the practice of school psychology.
7. Understand training standards and requirements necessary to obtain state certification to practice school psychology, as well as license to practice independently.
8. Gain awareness of the technologies available to the practice of school psychology.
9. Enhance understanding of and respect for individual differences in diverse communities.
10. Develop foundations of professional identity as a psychologist.
11. Understand how to access research that informs practice through exploration of professional literature.

Professional Standards

This course contributes to the development of knowledge and skills in the following NASP professional standards:

III. Consultation and Collaboration

V. Direct and Indirect Services: Systems level services – schools

VIII. Research, Program Evaluation, Legal, Ethical and Professional Practice
Element 8.2 Legal, Ethical and Professional Practice

Textbooks

Jacob, S., Decker, D. M., & Lugg, E. T. (2016). *Ethics and law for school psychologists* (7th ed.). Hoboken, NJ: John Wiley & Sons, Inc.

Merrell, K. W., Ervin, R. A., & Peacock, G. G. (2012). *School psychology for the 21st century: Foundations and practices*. New York, NY: The Guilford Press.

Recommended Texts

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 9781433805615

Supplemental Reading Materials

In addition to the texts above, students are expected to complete readings that are posted on Blackboard. The syllabus, course materials, citations, and web links for resources referenced in class are also posted on Blackboard. Students can access lecture notes at the site. Blackboard can be accessed from any computer at <http://mymason.gmu.edu>.

Course Performance Evaluation

The requirements of this course are designed to build and enhance competence in core skills that are routinely used by school psychologists. Students are expected to fulfill the following requirements and to demonstrate attainment of the stated goals and objectives of this course.

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

General requirements:

- Come to class prepared, having read assigned material and completed any assignments due.
- Complete written assignments and submit by stated deadlines.

Specific requirements:

- **Attendance and Participation:** Attend all classes. Actively participate in class activities and discussions. This will prepare you for your role as team leaders, facilitators, presenters, and experts. You will become accustomed to organizing your thoughts, planning responses, and speaking eloquently and succinctly.
- **Reaction Bullets:** Each week students will submit on a Blackboard discussion forum two reaction bullets to the readings. This activity encourages students to reflect on the readings, think broadly about the field of school psychology, and to develop their professional identity. Reaction bullets can include something you've learned from the readings or a new insight, how you relate the readings to prior knowledge and/or experiences, or an issue you've identified for the practice of psychology or, ideally, for YOUR future practice. Additionally, for each reaction bullet, pose a question to the class for discussion. You must post your reaction bullets at least 24 hours prior to class. Over the next week, you will provide a response to two reaction bullets/questions posted by your peers.
- **Article Share:** School psychologists are life-long learners and must stay abreast of trends, updates, and changes in the field. Research informs our practice. Students will choose an article from a peer reviewed journal prominent in the field (such as School Psychology Review, Journal of School Psychology, School Psychology Quarterly, Psychology in the Schools) and briefly summarize and critically review the article, considering its implications for the field of school psychology and education, and the daily practice of our discipline. The topic of the article should reflect the content of assigned reading on the same due date. Students must email the article to the instructor one week prior to the class in which it will be presented. After approval, students post the article to blackboard the Friday prior to class, along with at least five discussion points. Students will present a brief summary of the article to a small group in class and lead a discussion. Presenters turn in a brief summary/ critique of the article (3 pages double spaced) which is due on the day of the presentation. Students who are not presenting are to read the article and discussion questions ahead of time and come prepared to discuss the article with their group.
- **Ethics Case Presentation and Class Discussion:** Students will demonstrate understanding of ethics/codes of conduct and problem-solving skills with the presentation of an ethics case. This activity mimics the process that school psychologists face on a daily basis regarding ethical

dilemmas. A case vignette will be provided by the instructor. Grade will be determined by the student’s demonstrated skill to explain the ethical dilemma clearly, listen, adapt, and embrace any ambiguity involved in the processing of the case, lead and facilitate class discussion, and come to a resolution and course of action.

- **Paper and Presentation:** Students will complete a 10-page paper (excluding title page and references), APA style, on a current topic in the field that is directly related to one of the ten domains of competence detailed in the NASP Practice Standards. This is a broad document with plenty to choose from; please meet with the instructor a few weeks ahead of time to ensure that your paper and presentation cover the appropriate breadth and depth of topic. You may need to narrow down a topic to one or two aspects that are interesting, controversial, or timely. The paper should include an introduction to your topic, a synopsis of the relevant literature, compare/contrast issues on the topic, your point of view, as well as relevance/implications to the practice of school psychology. A 20-minute power point presentation will be made regarding key points in your paper. See rubric for paper grading. Additionally, the class will submit feedback on the presentation using a provided rubric.
- **Mid-term and Final Exam:** Two exams will be administered. These may consist of a combination of multiple choice, short answer, and essay.

Grading

- **Attendance and Participation:** 5 points
- **Reaction Bullets:** 8 points
- **Article Share:** 10 points
- **Ethics Case Presentation:** 12 points
- **Paper (20 pts) and Presentation (5pts):** 25 points total
- **Mid-term:** 20 points
- **Final:** 20 points
- **TOTAL = 100**

Grading Scale (Please note: A course grade less than B- requires that you retake the course. A grade of “F” does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

A+ = 99-100; A = 93-98; A- = 90-92
 B+ = 87-89; B = 83-86; B- = 80-82
 C = 70-79
 F = below 70

Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

Schedule of Classes

Class #	Topics	Required Readings/Assignments
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1 8/29	Welcome, Overview of course and requirements, GMU school psychology program. The field of school psychology, historical foundations and development of school psychology	Merrell, Ervin & Peacock: 1&2; GMU School Psychology Handbook Lay (2011)
2 9/5	School Psychology today: Challenges, Opportunities Employment contexts Roles and Functions - overview	Merrell: 3 Fagan & Wise (F&W): 3 4 Reaction Bullets due
3 9/12	Becoming a School Psychologist – Standards of Training, Credentialing, Licensure, PRAXIS Job expectations - professional performance, accountability, and evaluations. Article Share presentation	Merrell: 4 F&W: 5 NASP (2009a) APA task force (2018) Reaction Bullets due
4 9/19	VASP conference – no class	
5 9/26	NASP Practice Model: Domains of Practice 1-2 1) Data based decisions and accountability 2) Consultation and collaboration Article Share Presentation	NASP (2010) Merrell: 7, 8, Sheridan & Cowan (2004) Reaction Bullets due
6 10/3	Roles and Functions, continued NASP Practice Model: Domains of Practice 3-6 Student Level Services: 3) Interventions and Instructional support to develop academic skills 4) Interventions and mental health services to develop social and life skills Systems level services: 5) School-wide practices to promote learning 6) Preventative and responsive services Article Share presentation	3) Merrell: 9; NASP (2009b) 4) Merrell: 10; NASP (2006a); NASP (2008); 5) McGraw & Koonce (2011); Kouvel (2008); 6) NASP (2005); Rossen (2011); Lieberman, et al. (2006) Reaction Bullets due
7 10/10	Roles and Functions, continued NASP Practice Model: Domains of Practice 7-10 7) Family-school collaboration services 8) Diversity in development and learning 9) Research and program evaluation 10) Legal, ethical, and professional practice Article Share presentation	7) Epstein (2010); 8) Sullivan (2010); NASP (2011); 9) Lilienfeld, et al. (2012); Merrell:12 10) Goforth & Hayter (2010) Reaction Bullets due
8 10/17	Professional Identity (state, local, national, international associations) Ethical principles and standards of practice (NASP and APA codes)	Jacob, Decker & Lugg (JD&L): 1 JD&L: Appendix A (NASP ethical code) Dailor & Jacob (2011)

	Article Share presentation MID TERM EXAM ASSIGNED	Reaction Bullets due Meet/email instructor re: paper topic
9 10/24	Legal Foundations and Principles (informed consent, confidentiality, privilege, record-keeping, duty to report) Laws and Regulations (FERPA, ADA and Section 504, NCLB, HIPAA, FOIA)	JD&L: 2-3 JD&L: 5 MID TERM EXAM DUE
10 10/31	Ethical and legal issues in practice - special education: case laws, IDEA, special education eligibility process, assessment Article Share presentation	JD&L: 4, 6 Reaction Bullets due
11 11/7	Ethical and legal issues in practice – school based interventions (individual, small group, school), FBA/BIP, counseling, crisis interventions/risk assessment, RTI Article Share presentation	JD&L: 7 Lasser et. al., 2013 Reaction Bullets due
12 11/14	Ethical and legal issues in practice – teacher and parent consultation, discipline and MDRs, mediation, due process hearings Ethics case presentations and class discussions	JD&L: 8-9 Review NASP Ethics Code
13 11/21	No Class Thanksgiving Break	JD&L: 10&11
14 11/28	Paper presentations	Papers Due
15 12/5	Paper presentations Course evals	
12/12	Final Exam	

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code <https://catalog.gmu.edu/policies/honor-code-system/>
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .

Supplemental Blackboard Readings

Ball, C., & Christ, T. (2012). Supporting valid decision making: Uses and misuses of assessment data within the context of RtI. *Psychology in the Schools*, 49 (3), 231-244.

Dailor, N.A., & Jacob, S. (2011). Ethically challenging situations reported by school psychologists: Implications for training. *Psychology in the Schools* 48 (6), 619-631.

- Epstein, J. (2010). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan*, 92 (3) 81-96.
- Fagan, T.K., & Wise, P.S. (2007). *School psychology: Past, present, and future* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Felix, E., & Furlong, M. (2008). Best practices in bullying prevention. A. Thomas, & J. Grimes (Eds). *Best Practices in School Psychology*, V. 1279-1290. Bethesda, MD: NASP.
- Goforth, A., & Hayter, C. (2010). Ethical dilemmas during training: Students' perspectives. *NASP Communique*, 38 (7), 35.
- Gresham, F. M., Watson, T.S., & Skinner, C.H. (2001). Functional behavioral assessment: Principles, procedures and future directions. *School Psychology Review*, 30 (2), 156-172.
- Jones, R., Yssel, N. & Grant, C. (2012). Reading instruction in tier 1: Bridging the gaps by nesting evidence-based interventions within differentiated instruction. *Psychology in the Schools*, 49 (3), 210-218.
- Keenan, J.C., & Tobin, R.M. (2008). Best practices in group counseling. A. Thomas, & J. Grimes (Eds). *Best Practices in School Psychology*, V. 1505-1516. Bethesda, MD: NASP.
- Kouvel, J. (2008). Creating a school-wide positive behavior program: An intern's systems-level change project. *NASP Communique*, 37 (3).
- Kratochwill, T., & Shernoff, E.S. (2004). Evidence-based practice: Promoting evidence-based interventions in school psychology. *School Psychology Review*, 33 (1), 34-48.
- Lasser, J., Klose, L. M., & Robillard, R. (2013). Context-sensitive ethics in school psychology. *Contemporary School Psychology*, 17 (1), 119-128.
- Lay, M. (2011). Securing a place at the table: School psychologists as educational leaders. *NASP Communique*, 39 (3), 12.
- Lieberman, R., Poland, S. & Cowan, K. (2006). Suicide prevention and intervention. Retrieved from: <http://www.nasponline.org/resources/principals/Suicide%20Intervention%20in%20Secondary%20Schools%20NASSP%20Oct%202006.pdf>
- Lilienfeld, S., Ammarati, R., & David, M. (2012). Distinguishing science from pseudoscience in school psychology: Science and scientific thinking as safeguards against human error. *Journal of School Psychology*, 50, 7-36.
- McGraw, K., & Koonce, D. A. (2011). Role of the school psychologist: Orchestrating the continuum of school-wide positive behavioral support. *NASP Communique*, 39 (8), 4-8.

- McIntosh, K., Martinez, R. & McClain, M. (2013). Scientific research in school psychology: Leading researchers weigh in on its past, present, and future. *Journal of School Psychology, 51*, 267-318.
- Minke, K. (2000) Preventing school problems and promoting school success through family-school-community collaboration. *Preventing school problems – promoting school success: Strategies and programs that work*. Bethesda, MD: NASP.
- Murphy, J. (2008). Best practices in conducting brief counseling with students. A. Thomas, & J. Grimes (Eds). *Best Practices in School Psychology, V.* 1429-1458. Bethesda, MD: NASP.
- National Association of School Psychologists. (2005). *Prevention and intervention research in the schools* (Position Statement). Bethesda, MD: Author.
- National Association of School Psychologists (2006a). *Social/emotional development: School based mental health services and school psychologists*. Bethesda, MD: Author.
- National Association of School Psychologists (2006b). *The role of the school psychologist in the RTI process* (Position Statement). Bethesda, MD: Author.
- National Association of School Psychologists. (2008). *The importance of school mental health services* (Position Statement). Bethesda, MD: Author.
- National Association of School Psychologists (2009a). Advocating for school psychologists in response to the APA's proposed model act for state licensure of psychologists. *NASP Communique, 37* (7) 1.
- National Association of School Psychologists (2009b). *Appropriate academic supports to meet the needs of all students* (Position Statement). Bethesda MD: Author.
- National Association of School Psychologists (2010). Model for comprehensive and integrated school psychological services. *School Psychology Review, 39* (2), 320-333.
- National Association of School Psychologists. (2011). *Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth* (Position Statement). Bethesda, MD: Author.
- Reiser, D., Cowan, K., Skalski, S., & Klotz, M.B. (2010). *A more valuable resource*. Retrieved from http://www.nasponline.org/resources/principals/School_Psychologists_Nov10_NASSP.PDF
- Ringeisen, H., Henderson, K., & Hoagwood, K., (2003) Context matters: Schools and the research to practice gap in children's mental health. *School Psychology Review, 32* (2), 153-168.
- Rossen, E. (2011). NASP practice model: Examples from the field. *NASP Communique, 39* (8), 16-18.

Sheridan, S., & Cowan, R. (2004). Consultation with school personnel. *Educational Psychology Papers and Publications, paper 32*, 599-616.

Sheridan, S., & D’Amato, R.C. (2003). Partnering to chart our futures: School Psychology Review and School Psychology Quarterly combined issue on the multisite conference on the future of school psychology. *School Psychology Quarterly, 18* (4), 352-357.

Sullivan, A.L. (2010). Preventing disproportionality: A framework for culturally responsive assessment. *NASP Communicate, 39* (3).

Rubric for scoring paper:

CRITERIA	A+, A, A-	B+, B, B-	C+, C, C-	D, F
Composition	<p>Use of correct grammar, punctuation and spelling.</p> <p>Sentences are clear, complete and of varying lengths.</p> <p>Words used are striking but natural, varied and vivid.</p>	<p>A few errors to fix, but general use of correct conventions.</p> <p>Well-constructed sentences; essay “marches” along but it doesn’t “dance.”</p> <p>Some fine and some routine word choices.</p>	<p>Enough errors to distract a reader.</p> <p>Sentences are often awkward, run-ons, or fragments.</p> <p>Words used are often common. Writing could use some “color.”</p>	<p>Numerous errors which make the work difficult to read.</p> <p>Many run-on sentences & paragraphs; sentence fragmentation.</p> <p>Same words used over and over again; confusing.</p>
Critical Thinking/ Persuasion of Argument	<p>An argument is stated and explanation provided as to why it is controversial.</p> <p>Clear and accurate reasons are provided in support of the claim/argument.</p> <p>Discussion of reasons against the claim/argument; explanation of why argument remains valid.</p> <p>Writing has a compelling opening, an informative</p>	<p>An argument is made, but no explanation made as to why it is controversial.</p> <p>Reasons are provided in support of the argument, but some are overlooked.</p> <p>Reasons against the argument are discussed, but some are neglected; no explanation as to why the argument still stands.</p> <p>Writing has a beginning, middle and end.</p>	<p>Claim/argument is buried, confused, and/or unclear.</p> <p>A few weak reasons are provided that don’t support the claim/argument, or are irrelevant or confusing.</p> <p>Mention that there are reasons against the claim/argument, but reasons not discussed.</p> <p>Organization is rough but workable. Thought sometimes gets off topic.</p>	<p>Claim/argument is not stated.</p> <p>Reasons are not provided in support of the claim/argument.</p> <p>Reasons against the claim/argument are not acknowledged or discussed.</p> <p>Writing needs direction and organization.</p>

	middle, and a satisfying conclusion. Personal engagement with the material shows that the writer cares about argument.	Tone of writing gets the message across, but could have been written by anyone.	Writing is too formal; no hint of personal engagement.	Writing is either too formal or informal; clear indication of disinterest in the work.
<i>Use of Course Resources</i>	Arguments and examples demonstrate thorough familiarity with course materials. Recognition of, and distinction between, domain and supporting arguments in the course materials.	Arguments and examples demonstrate basic familiarity with course materials. Identification of the key arguments in the course material.	Arguments and examples demonstrate some familiarity with course materials. Recognition of arguments in the course material, but difficulty in distinguishing arguments.	Limited demonstrated familiarity with course materials. Limited recognition of arguments; difficulty in discerning differences between arguments and evidence, commentary, etc.

Grade Breakdown			
Composition	/5		
Critical Thinking	/10		
Use of Resources	/5		
Total	/20	Total	/20% (of final grade)

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