

**PRE 690 Introduction to School Psychology**  
**3 Credit Course**  
**Fall 2007**

Department: Psychology and Research in Education  
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Class Time: W 4:30-7:00  
Class Location: 620 JRP Hall

**School of Education Conceptual Framework**

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code

Within the University, the School of Education serves Kansas, the nation, and the world by  
(1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and  
(3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

**Preparing Individuals to be Leaders and Practitioners**

The Introduction to School Psychology course is one of a series of core courses in the school psychology curriculum designed to introduce students to the field of school psychology and to begin to train students to become competent practitioners and leaders in the mental health profession in school and non-school settings.

**Addressing the Three Themes of the Conceptual Framework**

The components that frame our mission for our initial and advanced programs are: (1) Research and Best Practice; (2) Content Knowledge; and (3) Professionalism. These three themes build our conceptual framework.

In the Introduction to School Psychology course, students acquire knowledge about the profession, become consumers of the research, become familiar with best practices in the field, and learn about the roles and functions of a school psychologist in school and non-school settings.

**Technology**

Students will learn to use palm pilots for conducting behavioral observations in the schools. Students will also use Blackboard.

**Diversity**

Students will learn about the cultural context and the importance of considering the cultural context in their work with children, adolescents, and adults.

## Course Purpose

This course is intended to introduce students to the field of school psychology and the roles and functions of school psychologists.

## Course Objectives

1. Students will become familiar with the history of the field of school psychology.
2. Students will become familiar with the different roles and functions of school psychologists.
3. Students will become familiar with the current topics in the field of school psychology.
4. Students will be introduced to behavioral observation and clinical interviewing techniques.

## Text and Readings

Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2006). *School psychology for the 21<sup>st</sup> century*. New York: Guilford Press.

Readings for the class will be on reserve at the Learning Resource Center (LRC). The LRC is located on the first floor of JRP Hall.

## Course Requirements

### Reaction Papers

Students will write **5** reaction papers based on the assigned readings. The reaction papers should be approximately 2-3 pages in length. *Each reaction paper will be worth 15 points for a total of 75 points (37.5% of the student's final grade).*

### Field Experiences

Students will participate in a number of field experiences, including visiting a regular education and a special education classroom, shadowing and interviewing a school psychologist in a school setting, shadowing/observing a psychologist and other clinical staff members in a medical facility, and performing classroom observations with palm pilots, and paper and pencil in a school setting. Students will be required to write a 2-3 page paper on each of their field experiences. *Field experiences and papers are worth a total of 100 points (50% of the student's grade).*

### Class Participation

Students are expected to attend class and to participate in class discussions and activities. Students are expected to read the assignments prior to class so that they can contribute to the classroom discussions and fully participate in the classroom activities. *Class participation and activities will be worth 25 points (12.5% of the student's final grade).*

## KSDE/NCATE

"This required course, as approved by School of Education faculty, meets one or more of the standards for accreditation (NCATE) and program approval (KSDE) as stated on the course syllabus. Students successfully completing this course will be prepared to meet the competencies associated with the licensure standards addressed in this course."

## **KSDE Certification/Endorsement (School Psychologist Standards)**

**Standard #2** – The school psychologist has knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of the application to particular situations. The school psychologist collaborates and consults effectively with others in planning and decision-making processes at the individual, group, and system levels.

**Knowledge (2):** The school psychologist has knowledge of interviewing skills for children, families, and teachers.

**Standard #5** - The school psychologist demonstrates the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies based on individual characteristics, strengths, and needs.

**Knowledge (1):** The school psychologist has knowledge of...cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in .....child development and learning.

**Standard #7** – The school psychologist provides or contributes to prevention and intervention programs that promote the mental health and physical well-being of students.

**Knowledge (3):** The school psychologist has knowledge of effective crisis intervention.

**Standard #10** – The school psychologist has knowledge of the history and foundations of the profession, of various service models and methods, of public policy development applicable to services to infants, children and families, and of ethical, professional, and legal standards. The school psychologist practices in ways that are consistent with applicable standards, is involved in the profession, and has the knowledge and skills needed to acquire career-long professional development.

**Knowledge (1):** The school psychologist has knowledge of the history ...of the profession including various service models and methods.

**Knowledge (3):** The school psychologist has knowledge of ethical.....standards.

### **Americans with Disabilities Act and Section 504 of the Rehabilitation Act**

“The KU Office of Disability Resources (DR) coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted DR, please do so as soon as possible. Their office is located in 22 Strong Hall; their phone number is 785-864-2620 (V/TTY). Information about their services can be found at <http://www.disability.ku.edu/>. Please also contact me privately in regard to your needs in this course.”

### **Professional and Ethical Behavior**

“As a student in this course, you will be expected to complete projects/or assignments that will require you to interact with and/or collect data from other people – from students in schools or agencies, from teachers or administrators, or perhaps from your colleagues in this class. Whenever we gather data from the lives and experiences of other human beings, we must be especially sensitive to the professional and ethical implications of what we are pursuing. Keep in mind that the information you do collect – whether it is collected orally, in writing, through observation, or through existing records or artifacts – is research data. We must adhere to the highest level of professionalism and make every effort to handle data in an ethical manner. Any specific additional details will be provided in class.”

### **Academic Misconduct**

“Academic misconduct by a student shall include, but not be limited to, disruption of classes; threatening an instructor or fellow student in an academic setting; giving or receiving of unauthorized aid on examinations or in the preparation of notebooks, themes, reports or other assignments; knowingly misrepresenting the source of any academic work; unauthorized changing of grades; unauthorized use of University approvals of forging of signatures; falsification of research results; plagiarizing of another’s work...” (University Senate Rules and Regulations 2.61). If a student has

questions regarding academic misconduct, the student should review KU's University Senate Rules and Regulations 2.61, 2.64, and 2.65.

### Grading Policy

Course Requirements	Points	% of Course Grade
Reaction Papers	75	37.50%
Field Experiences	100	50.00%
Class Participation	25	12.50%
<b>Total Points</b>	<b>200</b>	<b>100.00%</b>

### Grades

Grades	Letter Equivalent
186-200	A
180-185	A-
174-179	B+
166-173	B
160-165	B-
154-159	C+
146-153	C
140-145	C-
134-139	D+
126-133	D
120-125	D-
119 & Below	F

### Late Work

All assignments should be turned in on time. **Two points** will be deducted each day for a late assignment up to three days. The points will be deducted **before** the assignment is graded. After three days, the late assignment will **not** be accepted and the student will **not** receive any credit for the assignment.

<b>Dates</b>	<b>Topics</b>	<b>Reading Assignments</b>
8/22	Course Overview	-----
8/29	Introduction to the Field of School Psychology History of School Psychology	Fagan & Wise (2007) - Ch. 2 Merrell et al. (2006) - Ch. 1& 4 <i>Standard 10 (1)</i> <i>Conceptual Framework: Content Knowledge; Professionalism</i>
9/5	Roles and Functions of School Psychologists and the Future  <b>Reaction Paper #1 Due</b>	Merrell et al. (2006) Ch. 5 & 13; Sheridan & Gutkin (2000) <i>Conceptual Framework: Content Knowledge; Professionalism</i>
9/12	Assessment	Elliott (1991); Kaufman (2000); Riccio & Jarratt (2005); Riccio et al. (2005); Shinn (2002) (pp. 671-679) <i>Conceptual Framework: Research &amp; Best Practice; Content Knowledge</i>
9/19	Behavior Observations	Hintze & Shapiro (1995) <i>Conceptual Framework: Research &amp; Best Practice; Content Knowledge</i>
9/26	Responsiveness to Intervention (RTI)  <b>Reaction Paper #2 Due</b>	Fuchs & Deshler (2007); Mellard (2005) <i>Conceptual Framework: Research &amp; Best Practice; Content Knowledge</i>
10/3	Crisis Intervention & Prevention  <b>Job Shadowing in the Schools Paper Due</b>	Poland et al. (2002) <i>Standard 7(3)</i> <i>Conceptual Framework: Research &amp; Best Practice; Content Knowledge</i>
10/10	Field Experience Day	-----
10/17	Consultation and the Problem-Solving Model  <b>Reaction Paper #3 Due</b>	Caplan et al. (1995); Gutkin (1993); Ingraham (2005); Merrell et al. (2006)– Ch 7 (pp. 139-155); Rosenfield (1995) <i>Standard 8(2) Conceptual Framework: Research &amp; Best Practice; Content Knowledge</i>

**PRE 690 Introduction to School Psychology  
Course Outline (cont.)**

<b>Dates</b>	<b>Topics</b>	<b>Reading Assignments</b>
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10/24	Interviews	Sattler (2002) <i>Standard 2 (2) Conceptual Framework: Research &amp; Best Practice; Content Knowledge</i>
10/31	School Violence & Prevention <b>Reaction Paper #4 Due</b>	Eisenbraum (2007); Hyman & Perone (1998); Raskauskas & Stoltz (2007) <i>Conceptual Framework: Research &amp; Best Practice; Content Knowledge</i>
11/7	Relational Aggression & Prevention <b>Regular and Special Education Visit Paper Due</b>	Merrell, Buchanan, & Tran (2006) <i>Conceptual Framework: Research &amp; Best Practice; Content Knowledge</i>
11/14	Cultural and Linguistic Diversity Second Language Acquisition <b>Behavior Observation Paper Due</b>	Frisby (2006); Lopez (2006); <i>NCATE Standard 4-Diversity; Standard 8(3)</i> <i>Conceptual Framework: Research &amp; Best Practice; Content Knowledge</i>
11/21	Field Experience Day -	-----
11/28	Individual and Group Counseling <b>Job Shadowing/Observing at the KUMC Paper Due</b>	Gresham, Van, & Cook (2006); Tharinger & Stafford (2002) <i>Conceptual Framework: Research &amp; Best Practice; Content Knowledge</i>
12/5	Professional Ethics, Ethical Challenges, Ethical Transgressions <b>Reaction Paper #5 Due</b>	Jacob-Timm (1999); Merrell et al. (2006) Appendix B (pp. 314-327); Tryon (2000) <i>Conceptual Framework: Content Knowledge; Professionalism</i>