

NIAGARA UNIVERSITY
Department of Education
Fall 2005
Tuesdays 4:20 – 7:05 p.m.
St. Vincent's Hall #312

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Office Hours: By Appointment

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A. Course Number and Title:

EDU 801: Perspectives in School Psychology

B. Course Description:

This seminar course provides students with a framework for understanding the development of school psychology as a specialty within the field of psychology. The focus will be on examining the role and function of the school psychologist, the legal and ethical issues in the practice of school psychology, and current and future trends in service delivery.

C. Number of Credit Hours:

3 credit hours

D. Methods of Instruction: Classes will include an instructional period and a discussion section. Teaching methods are designed to meet a variety of learning styles and will include methods such as lecture, large group discussion, small group activities, and audio/visual presentations. Local practitioners may also be invited to share their expertise with the class, if available. Students are responsible for all assigned readings (prior to the class scheduled) and for active participation in class activities. Students will demonstrate and apply their knowledge via presentations, exams and/or alternate projects. Please remember that while didactic presentation of information is essential this is a seminar style course where a constructivist philosophy will be followed. In other words, I will expect more seminar style conversation than passive reception of information.

E. Course Objectives:

Students will develop an understanding of:

1. Historical, current and future trends in the development of school psychology as a professional discipline.
2. The relationship between psychological science and professional practice.
3. The role and function of the school psychologist.
4. Legal and ethical considerations in the practice of school psychology.
5. General issues and models of consultation, assessment, and intervention with diverse and multicultural populations.

F. Course Outline and Assignments:

	<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
1.	8-30	Roles and Functions of the School Psychologist: What is School Psychology anyway?	None
2.	9-6	Historical Foundations and Current Status	BP Chp. 1 & 15
3.	9-13	Legal and Ethical Issues	BP Chp. 3 & 4
4.	9-20	Legal and Ethical Issues Con't	BP Chp. 5 APA & NASP Codes
5.	9-27	Role of Diagnosis and Classification in schools APA video-Reform & SP	NYS Part 200 NYS Special Ed. Regs.
6.	10-4	Reading, Evaluating, and Applying Research to Practice	BP Chp. 6 & 11 Reaction Paper 1 Due
		10-11 **NO CLASS**	
7.	10-18	School Based Consultation & Working with Families APA video-consultation case study	BP Chp. 24, 26 39, & 41
8.	10-25	Advances in Behavioral Assessment and Interventions	BP Chp. 64 & 70
9.	11-01	Curriculum Based Assessment and Interventions	BP Chp. 44 & 56 Reaction Paper 2 Due
10.	11-08	Crisis Intervention	BP Chp. 67
11.	11-15	Multidisciplinary Teams	BP Chp. 42 & 43
12.	11-22	Effective Instructional Practices & Interventions	BP Chp. 51
13.	11-29	Social Skills & Peer-based Interventions Burnout	BP Chp. 65 & 66 Interview Reports BP Chp. 12

14. 12-06	Primary and Secondary Prevention	TBA Reaction Paper 3 Due
15. 12-13	Course Wrap-Up	Cumulative Exam

Note: This is a tentative schedule which is subject to change.

G. Course Requirements:

Required Readings: Required readings are posted on-line and you may access these readings through the course website. In addition to the selected articles, the required textbook is available in the bookstore:

Grimes, J. & Thomas, A. (Eds.) (2002). *Best Practices in school psychology IV*. Washington, DC: National Association of School Psychologists.

Evaluation Process:

Discussion Questions (10 points)

Students' home reading assignments are essential to the development of understanding and skill with this material. Classes will be structured based on the assumption that students have read the material assigned for each class. To maximize learning, it is expected that students will be active participants in all classes and will apply knowledge in a personally relevant manner. As such, it is required that students write a discussion question for each class during which reading content will be reviewed. These need not be lengthy questions (less than 1 page, double spaces, times new roman), but must be reflective of thoughtful processing of the reading material.

For example, you may chose to: 1) relate the chapter constructs to a situation you have encountered professionally or personally or 2) you may simply state a position or opinion on the chapter. As previously stated, the discussion questions will be utilized to enrich class discussion/lecture. Each question will be due at the beginning of class. You will receive 1 point for each question submitted. Therefore, since there are 13 classes in the semester you will have 3 different sessions, of your choosing, where you will not have to submit a question.

Reaction Papers (45 points [3 @ 15 points each])

Three 5-6 page papers will be assigned during the semester. The papers will focus on your reaction to the readings and class discussion, and must reflect adequate understanding of course content. Stimuli for the papers and specifics will be discussed for each paper in class.

Major Contributor Interview (10 points)

Students will be assigned to pairs. Each group, in consultation with the instructor, will develop a method to identify one person who has made major contributions to the field of School Psychology. The person may be a practitioner, researcher, or otherwise. The pair will contact that person and ask them to respond formally to either a brief telephone or e-mail interview. 2 or 3 standard questions asked of all the participants will be developed in class. Results from the interview and a rationale for choosing the person will be presented to the

class as a handout and oral report. All group members must participate in the presentation, but parts of the project may be divided (e.g. one person may conduct the entire interview). **You must check with me prior to contacting the person!**

Exam (10 points): A cumulative exam developed by the instructor will be administered on the last day of class

Grades:

Discussion Questions	10 points
Reaction Papers	45 points
Interview	10 points
Class Discussion/Participation	25 points
<u>Cumulative Exam</u>	<u>10 points</u>
Total	100 points

Academic Integrity: You must be committed to academic integrity by resisting the temptation to use the work of others and by informing me of any compromise to fairness of the environment. Cheating is considered to be a serious offence and if prevention attempts fail and cheating occurs, formal action may be taken, which may include dismissal from the class or the program.

Attendance Policy: Attendance in this course is required in order to receive a favorable grade. As expected with graduate level work, you will be in control of your attendance and your educational experience. This means you are responsible for motivating yourself to fulfill all of the requirements for successfully completing this class. I expect both myself and the students to be ready to begin at the designated time. It is distracting to me and to the students when someone enters the room after the lecture has begun. Again, you are responsible for determining the weather conditions and planning appropriately to arrive on time.

Time Extensions: Assignments handed in after the deadline will be penalized at a rate of 10% per day. Scheduled in-class presentations are not eligible for time extensions. Allowances for the assignment of an “incomplete” course grade will be made in accordance with university policy.

Note:

Any student eligible for and needing academic adjustments or accommodations because of a disability is requested to speak with the professor no later than the first two weeks of class. Students should also notify the Coordinator of Specialized Services located in Seton Hall of their particular situation and special needs. The university will make reasonable accommodations for persons with documented disabilities.