

EPP 761: Role & Function of the School Psychologist

Department of Educational Psychology & Higher Education

Semester: Fall 2015
Credit Hours: 3 credits
Class Meetings: Wednesdays, 4:00-6:30pm
Carlson Education Building

Instructor:

Office:

Office Phone:

E-mail:

F-Office Hours:

Before and after class by appointment

I. COURSE DESCRIPTION

This course is designed for prospective school psychologists. The course covers an in-depth survey of the field of school psychology, an introduction to local and national perspectives and issues, opportunities to develop and hone critical thinking skills after reading school psychology publications/articles, and opportunities to shadow and interview a school psychologist *in vivo* with 5 school site visits.

II. COURSE OBJECTIVES

Objectives for this course reflect the following standards of the National Association of School Psychologists (NASP):

Standard 2.0 Knowledge Base, Training Philosophy, Goals & Objectives

- Decision making and assessment models (2.1)
- Consultation and Collaboration Interventions (2.2)
- Effective Instruction and Cognitive and Academic Foundations (2.3)
- Socialization and Development of Life Skills (2.4)
- Student Diversity and Differences (2.5)
- School Organization (2.6)
- Prevention, Crisis Intervention, and Mental Health (2.7)
- Consultation/Collaboration with Parents, Families, School Personnel (2.8)
- Research and Program Evaluation (2.9)
- Ethical and Professional Standards and Practices (2.10)
- Information Technology (2.11)

III. CRITERIA FOR COURSE COMPLETION

Students will demonstrate attainment of the above objectives by:

- a. Describing and discussing terminology, acronyms, and the roles of the school psychology field.

- b. Describing the history of school psychology as a profession and differences in credentialing across psychology professionals.
- c. Discussing major issues related to the practice of school psychology.
- d. Understanding the various functions and models of delivery of psychological services in the schools (i.e., assessment, consultant and collaborative services, psychometrician, direct and indirect service intervention).
- e. Using e-technology and the internet to gather pertinent information about the profession, such as presented by NASP.
- f. Understand the role of the school psychologist relative to the greater school and community environment.
- g. Shadowing/observing and interviewing an LEA psychologist for a minimum of 20 hours. These on-site learning activities will be in lieu of up to 3 UNLV-based class periods.

IV. TEXTS AND INFORMATION SOURCES

- a. **Required Text:** Merrell, K.W., Ervin, R. A., & Gimpel Peacock, G. (2012). *School Psychology for the 21st Century: Foundations and Practices (2nd Edition)*. New York: The Guilford Press.
- b. **Supplemental Text (not required):** Fagan, T. K. & Wise, P.S. (2007). *School Psychology: Past, Present, & Future (3rd Edition)*. Bethesda, MD: NASP.
- c. **Information Sources:**
 NASP Website (www.NASP.org)
School Psychologist Communique' (NASP newspaper)
School Psychology Review (peer-reviewed journal)
School Psychology Forum (NASP's online journal)


V. COURSE REQUIREMENTS / GRADING

- a. Attendance, preparation, and participation are expected. That includes having completed all assigned readings. **PARTICIPATION (10%)**
- b. Each student will prepare and present to the class a professional issue published in one of the sources listed above. Presentations, followed by brief class discussion and feedback, should take between 25-30 minutes. **PRESENTATION (20%)**
- c. Each student will complete a practicum consisting of at least 5 experiences in the public school with an assigned school psychologist. A log of experiences must be made and experiences must be shared during discussion with the class. The site supervisor must verify activities. These learning experiences will be held in lieu of up to 3 UNLV-based class sessions. **PRACTICUM (30%)**
- d. **EXAMINATIONS (40%):** There will be two formal examinations during the course. The midterm examination will account for 15% of the overall course grade. The final exam will account for 25% of the overall course grade.

VI. CLASS SCHEDULE (Subject to Change)

Date	Topic/Description	Presenter	Homework
8/26/2015	Introductions / Ice Breaker Course Introduction Review of Syllabus & Course Requirements Access NASP website	Dr. Lee	For 9/2/15: - Read Merrell Ch. 1

9/2/2015	“What is a School Psychologist?” What School Psychologists are NOT	Dr. Lee	<i>For 9/9/15: - Read Merrell Ch. 2 - Familiarize yourself with NASP website and learn about current issues</i>
9/9/2015	Historical Context Roles of School Psychologists	Dr. Lee	<i>For 9/16/2015: - Read Merrell Ch. 3 & Ch. 4</i>
9/16/2015	Cultural and Linguistic Diversity (Ch. 3) Training & Credentialing Issues (Ch. 4) Employment Opportunities (Ch. 5)	Dr. Lee	<i>For 9/23/2015: - Read Merrell Ch. 5 - Read Fagan & Wise Chapter 4</i>
9/23/2015	Meet school-based psychologist in CCSD setting. Employment Opportunities (Ch. 5) Presentations (1) – Three students	Dr. Lee <hr/> <hr/> <hr/>	<i>For 9/30/15: - Read Merrell Ch. 6</i>
9/30/2015	Law and Ethics (Ch. 6) Presentations (2) – Three students	Dr. Lee <hr/> <hr/> <hr/>	<i>For 10/7/15: - Read Merrell Ch. 8</i>
10/7/2015	Role in Assessment (Ch. 8) Presentations (3) – Three students	Dr. Lee <hr/> <hr/> <hr/>	<i>For 10/14/15: STUDY FOR THE MIDTERM EXAM!</i>
10/14/2015	MIDTERM EXAM		
10/21/2015	School Observations Discuss Practicum experiences Role in Prevention and Intervention (Ch. 9 & 10) Presentations (4) – Three students	Dr. Lee <hr/> <hr/> <hr/>	<i>For 10/28/15: - Read Merrell Ch. 9 & Ch. 10</i>
10/28/2015	School Observations Role in Prevention and Intervention (Ch. 9 & 10) Presentations (5) – Three students	Dr. Lee <hr/> <hr/> <hr/>	<i>For 11/4/15: - Read Merrell Ch. 11</i>
11/4/2015	School Observations Discuss Practicum experiences Role in Collaboration and Consultation (Ch. 11) Presentations (6) – Three students	Dr. Lee <hr/> <hr/> <hr/>	<i>For 11/11/15: - Read Merrell Ch. 12 - Start assembling Practicum written submission</i>

11/11/2015	School Observations Role in Research and Evaluation (Ch. 12) Presentations (7) – Two students	Dr. Lee _____ _____	<i>For 11/18/15: - Read Merrell Ch. 12 - Start assembling Practicum written submission</i>
11/18/2015	School Observations Discuss Practicum experiences Sample MDT Meeting Presentations (8) – Two students	Dr. Lee _____ _____	<i>For 11/25/15: - Work on Practicum written submission</i>
11/25/2015	NO CLASS		<i>- Enjoy your Thanksgiving Break!!</i>
12/2/2015	Feedback from Current interns (tentative) Open Q&A to prepare for Final Exam What did we learn? Still want to be a school psychologist? ☺☺		<i>For 12/9/15: - Finalize Practicum written submission - STUDY for the Final Exam next week!</i>
12/9/2015	FINAL EXAM All practicum activities are complete! You did it!		Enjoy your December and Happy Holidays!!

VII. UNLV GENERAL POLICIES

UNLV and the College of Education demand a high level of scholarly behavior and academic honesty on the part of students. Violations by students exhibiting academic dishonesty while carrying out academic assignments and procedural steps for dealing with academic integrity are delineated within the “Handbook of Regulations Governing Probation and Suspension Within the College of Education.” This publication may be found in the Curriculum Materials Library (CEB 101) and the Office of the Dean of the College of Education (CEB 301).

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-

0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students

at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are

requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

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Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.