

**Advanced School Psychology
(PSYC 5339)
3 Credit Hours
Fall 2017**

Instructor: Justin Allen Ph.D., NCSP

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Office Hours: M 5:00-6:00 pm
Th 9:30-11:30 am or by appt.

Office Location: CHSS 323

Phone: 936-294-1177

Class Time: Tuesdays 9:30-12:20 am

Class Location: CHSS 249

Course Purpose & Overview: This course is designed to acquaint the student with history, theory, delivery models and techniques underlying the practice of school psychology. Various historical and contemporary roles of the school psychologist are examined in addition to a thorough examination of all applicable federal and state laws.

Student Learning Objectives: Students in this course will

1. gain a basic understanding of school psychology including
 - a. building a familiarity with the history of school psychology,
 - b. building a familiarity with the different roles and functions of school psychologists, and
 - c. becoming familiar with the current topics in the field of school psychology
2. be exposed to behavioral observation and clinical interviewing techniques
3. learn to apply course material to improve thinking about field-related problems
4. develop basic skills, competencies and an understanding of common points of views of professionals in the field of school psychology

Texts:

Merrell, K. W., Ervin, R. A., & Gimpel-Peacock, G. (2006). *School psychology for the 21st century, 2nd edition*. New York: Guilford Press. ISBN: 9781609187521 - *Recommended*

Jacob, S. & Decker, D. M., & Timmerman Lugg, E. (2016). *Ethics and law for school psychologists, 7th edition*. New Jersey: Wiley. ISBN: 978-1-119-15706-9 – *Recommended*

Additional course readings as assigned.

Attendance Policy: Regular and punctual attendance is expected. **Students missing four or more classes may receive a failing grade for the class.** When conflicts to the course schedule occur, students are expected to meet with the instructor to determine an appropriate Plan of Action. The plan may consist of making up work completed in class, completing alternative assignments, or other tasks as developed by the student and instructor in consultation together. Students who do not turn in assignments due to an absence will need to obtain documentation from the Dean of Student Life Office in order for the late work to be considered for a course grade.

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. Students will be required to write a two to three-page paper on each of their field experiences. **Field experience reflection papers are worth 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).**

Grading Policy:

<i>Course Requirement</i>	<i>Points</i>	<i>% of Course Grade</i>
Reaction Papers	75	37.50%
Field Experience & Reflection	100	50.00%
Class Participation	25	12.50%

Final grades in this course will be based on the following scale:

A= 89.50 to 100	D= 59.5 to 69.49
B= 79.50 to 89.49	F = 59.49 and below
C= 69.50 to 79.49	

Student Conduct: Students may find the University's Code of Student Conduct and Discipline at the following web link: <https://www.shsu.edu/students/guide/dean/codeofconduct.html>
Section 5.2.22 describes classroom disturbances, specifically students will need to observe the following classroom guidelines

1. Arrive to class on time.
2. Do not engage in behaviors that disturb others or unnecessarily disrupt the class.
3. Notify the instructor ahead of time if you need to miss class or leave early.
4. Silence all electronic devices. Electronic devices are only to be used for instructionally related purposes.
 - Any use of a telephone, pager, or text messenger or any device that performs these functions during an assessment is prohibited. These devices should be stored securely and in such a way that they cannot be seen or used by the student. *Even the visible presence of such a device during the test period will result in a zero for that test.* Use of these devices during a test is considered de facto evidence of cheating and may result in a charge of academic dishonesty (see student code of conduct <http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29>).
 - If students require an electronic device due to an emergency, the student will need to inform the instructor ahead of time, place the device on silent or vibrate mode, and place himself/herself in a seat near the door where an exit for a phone call would cause only minimal disruptions. Other arrangements for handling potential emergency situations may be granted at the discretion of the instructor.
5. If you fail an exam, schedule an appointment to meet with the instructor.

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. Additional details and information related this topic will be provided in class.

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that

absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

DISABLED STUDENT POLICY

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. All the information you need can be located here: <http://www.shsu.edu/dept/disability/>

For additional information about university guidelines involving classroom visitors and academic dishonesty please visit <http://www.shsu.edu/syllabus/>

Emergency Planning: If campus must close due to an emergency scenario (e.g. severe weather, electrical outage, active shooter) please refer to the KATSAFE website at <https://www.shsu.edu/dept/public-safety/upd/emergency-protocols.html> to obtain campus updates. If campus closes, we will not meet for the disrupted period, but will, calendar permitting, resume the course after the campus reopens.

Instructor Evaluations: Towards the end of the semester, students will be asked to complete a course/instructor evaluation form. Students are encouraged to be complete and honest in their evaluations. Constructive feedback in the open-ended section of the evaluation form is especially appreciated. IDEA is the faculty evaluation system used at SHSU.

Important dates for all courses at SHSU:

First day of fall semester: August 23, 2017

Last day to drop a course without a "Q": September 8, 2017

Last day of class: November 28, 2017

Final Exam: (Tentative) Thursday, December 7th 9:30-11:30 am

Class Schedule

Date	Lecture Topic	Reading
09/05	Course Overview & Introduction to the Field of School Psychology	Merrell 1 & 4
09/12	Roles & Functions of School Psychologists Reaction Paper #1 Due	Merrell 5 & 13
09/19	Assessment	Elliot (1991); Kaufman (2000); Riccio & Jarratt (2005); Riccio et al. (2005); Shinn (2002) *
09/26	Behavior observation	Hintze, et al. (2005)*
10/03	Response to Intervention/Multi-Tiered Systems of Support Reaction Paper #2 Due	Fuchs & Deshler (2007); Reynolds & Shaywitz (2009)*
10/10	Crisis Intervention & Prevention Reflection Paper Due	Polland et al. (2002)*
10/17	Field Experience Day <i>No Class</i>	
10/24	Consultation & the Problem-Solving Model Reaction Paper #3 Due	Caplan et al. (1995); Gutkin (1993); Ingraham (2005); Rosenfield (1995)*
10/31	Interviews	Assigned*

11/07	School Violence & Prevention Reaction Paper # 4 Due	Eisenbraum (2007); Hyman & Perone (1998); Raskauskas & Stoltz (2007)*
11/14	Cultural & Linguistic Diversity Reflection Paper Due	Frisby (2006); Lopez (2006)*
11/21	Individual and Group Counseling	Gresham et al. (2006); Tharinger & Stafford (2002)*
11/28	Professional Ethics, Ethical Challenges, Ethical Transgressions Reaction Paper #5 Due	Merrell Appendix B; Jacob-Timm (1999); Tryon (2000)*

******This schedule is subject to change as the needs of the class become apparent******

*Readings will be posted on the course blackboard website or on reserve at the university library. Additional readings may be assigned based on student needs and field developments.

Instructor Biography: Dr. Allen earned his Ph.D. at the University of Kansas in School Psychology, with a minor in Quantitative Methodology. Prior to joining the faculty at Sam Houston State University, he worked in the Leavenworth public school district in Leavenworth, KS and at the National Center for Response to Intervention (Consortium) at the University of Kansas. Additional information can be found at https://www.researchgate.net/profile/Justin_Allen6