PROFESSIONAL, LEGAL, & ETHICAL FOUNDATIONS
OF SCHOOL PSYCHOLOGY
PSYC 8500
University of Nebraska at Omaha, Fall 2020

Time & Location: Tuesdays and Thursdays, 1:00-2:15; Arts & Sciences 384
    Zoom link*: https://unomaha.zoom.us/j/95108406200
    Zoom Meeting ID*: 951 0840 6200
    Zoom Password*: 8500F20
    *This is an in-person class; however, some class meetings may occur via Zoom depending on university guidelines or other unique circumstances. Additionally, students who are ill or have other issues preventing in person attendance may participate via Zoom with instructor approval. More information is provided below in the "COVID-19 Pandemic Learning Plan" section.

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    Office Hours: By Zoom or phone only. Please email for an appointment and I will do my best to respond promptly with a Zoom link. University health guidelines currently prohibit faculty meeting with students in our offices.

Required Course Readings:
- Merrell, K. W., Ervin, R. A., & Peacock, G.G. (2012). *School psychology for the 21st century: Foundations and practices (2nd ed.)*. Guilford.
- Harrison, P. & Thomas, A. (Eds.). (2014). *Best practices in school psychology: Data-based and collaborative decision making.* National Association of School Psychologists.
- Harrison, P. & Thomas, A. (Eds.). (2014). *Best practices in school psychology: Student level services.* National Association of School Psychologists.
- Harrison, P. & Thomas, A. (Eds.). (2014). *Best practices in school psychology: Systems level services.* National Association of School Psychologists.
- Harrison, P. & Thomas, A. (Eds.). (2014). *Best practices in school psychology: Foundations.* National Association of School Psychologists.
- Other readings as assigned (Available on Canvas)

Recommended Course Reading:
- Jacob S., Decker, D. M., & Lugg, E. T. (2016). *Ethics and law for school psychologists* (7th ed.). Wiley.

Recommended Writing Resource Book:
- American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.).*

Course Description:
PSYC 8500 is designed to introduce students to the field of school psychology. A major goal of the course is to provide students with knowledge and learning experiences that will enhance their development as professional psychologists. To accomplish this goal, students will examine **four major areas** of information within the discipline of school psychology: (a) history and organizational systems, (b) psychological service

delivery in educational settings, (c) school structure and teaching, and (d) ethical and legal issues. Students will have an opportunity to explore the roles and functions of psychologists working in the schools, different methods of service delivery, and discuss professional issues (ethical/legal issues, credentialing, etc.). In order to develop skills to apply psychological knowledge to education, students will have field experiences in local schools. These field experiences will be integrated with readings and class discussions.

Students should recognize that all topics presented are *overviews.* Course readings and discussions are designed to sample the breadth of topics in school psychology. As such, in-depth exploration of topics will come later in your graduate studies.

Course Objectives:

Based on the UNO School Psychology Program's philosophy, students are trained according to NASP's domains of training and practice, plus an additional objective focusing on professional work characteristics. The bulleted items below indicate the course's learning objectives, which are closely tied to the program's training objectives.

Objective 1: Data-based Decision Making
- Students will discuss the importance of, and procedures for, using data making important educational decisions.
- Students will review the major roles and functions of school psychologists related to academic and behavioral assessment practices.

Objective 2: Consultation and Collaboration
- Students will review the major roles and functions of school psychologists related to consultation.
- Students will learn core concepts of consultation and collaborative problem solving.

Objective 3: Academic Interventions and Instructional Supports
- Students will review the major roles and functions of school psychologists related to academic interventions.

Objective 4: Mental and Behavioral Health Services and Interventions
- Students will review the major roles and functions of school psychologists related to social/emotional/behavioral interventions.

Objective 5: School-wide Practices to Promote Learning
- Students will articulate how service delivery might be implemented on a systems level (e.g., Multi-tiered Systems of Support) for academics and behavior.
- Students will develop knowledge about the profession of teaching and working in schools.

Objective 6: Services to Promote Safe and Supportive Schools
- Students will demonstrate knowledge of education-related disabilities and discuss current legal and professional guidelines associated with the identification of such disabilities.
- Students will discuss conceptual and process dimensions of their "ideal" service delivery system.
- Students will gain knowledge of strategies to prevent academic and behavioral difficulties, as well as prevention and response strategies for crisis events.

Objective 7: Family, School, and Community Collaboration
- Students will articulate considerations for working effectively with families.

Objective 8: Equitable Practices for Diverse Student Populations
- Students will demonstrate an awareness of issues surrounding culturally sensitive service delivery and meeting the needs of students and families from diverse backgrounds.

Objective 9: Research and Evidence-Based Practice
- Students will articulate the core tenants of the scientist-practitioner model and identify major challenges to the implementation of such an approach in educational settings.
- Students will characterize research trends within school psychology and outline new areas for investigation.

Objective 10: Legal, Ethical, and Professional Practice
- Students will read and discuss a variety of articles and book chapters related to professional school psychology
- Students will articulate credentialing requirements in school psychology.
- Students will describe and discuss the representational (i.e., NASP & APA) structure of school psychology and will explore publications related to the field of school psychology.
- Students will discuss and articulate in writing current issues in school psychology, new developments in the field, and methods of service delivery.
- Students will list and discuss major ethical responsibilities of a psychologist.
- Students will review and summarize federal laws, legislation, and case law relating to general and special education.
- Students will use technology to access readings, research information for assignments, and access course information.

Objective 11: Professional Work Characteristics
- Students will behave professionally in class and act in accordance with all professional, legal, and ethical guidelines in applied learning activities.

Students will demonstrate achievement of each objective by earning at least 85% of possible points on all written assignments and the final exam.

Class Format:
Class time will consist of lecture, discussions, small group activities, and independent work time. Students are responsible for all reading assignments. Please come prepared to take good notes and read the assigned chapters and articles **before** coming to class!

Evaluation Procedures:
This course will employ multiple opportunities for students to demonstrate their knowledge. A total of 200 points is available:

- **Journal (15% of final grade)**
  Because writing clarifies thinking, throughout the semester you will be expected to keep a journal. Your journal entries are due on **most Tuesdays from September 1st through December 1st.** Specific due dates are listed below. You should hand in a total of 10 journal entries; each journal entry is worth **3 points**. Points will be based on completion of the journal and the quality of your reflections (i.e., observations, questions asked, demonstration of interaction with and understanding of course material). Journal entries should be uploaded to Canvas by the start of class on each due date. You should write about reactions and questions to weekly readings, lectures, and class discussions, as well

as self-observations and reflections as you learn more about school psychology and your future roles. You may also reflect about current events in education and their relevance to school psychology. *It is recommended that you give both general thoughts/questions and more specific opinions and questions relevant to readings to demonstrate your completion of, and reflection upon, weekly readings and your understanding of topics.* Your journals will be used to generate weekly class discussion topics.

- **School Psychologist Interview Series (10% of final grade)**
  To gain a better understanding of the career of school psychology and your future activities as a graduate student, you will be required to conduct a phone or Zoom interview with <u>three</u> individuals: a 3rd year practicum student, and 4th year intern, and a practicing school psychologist in the Omaha metro area. Doing so will enable you to get a feel for your own future developmental progression in the profession, as well as gain perspectives on current practice. Interviews will be semi-structured, with further guidelines provided in class. To document your interviews, you will summarize the content of your interviews and write a reflection on what you learned. You also are encouraged to share any thoughts, concerns, questions, and opinions you have about the interviews. You may complete interviews at any time during the semester **before November 24th**. The instructor will provide contact information early in the semester. Your written summary/reflection of the interviews may be submitted on Canvas at **any time up to and including November 24th** and is worth **20 points.**

- **Professional Issue Paper (10% of final grade)**
  During the first part of the semester, we will be discussing several professional issues related to the discipline of school psychology. For this assignment, you should choose one issue, write a summary of the issue, and defend your stand on the issue. More specific guidelines will be distributed in class. This paper is worth **20 points** towards your final grade and is due on Canvas on **September 22nd.**

- **Model of Professional Practice (20% of final grade)**
  Using information you have gained from readings and in-class discussions, you will write a paper describing your own "ideal" service delivery system. Your description should include information on the core components of your system, the roles and functions of the school psychologist within that model, and your rationale for why you chose the system you did. Be sure to describe all aspects of your ideal system, including your approach to assessment and intervention, citing relevant readings that have guided your ideas. This assignment is worth **40 points** and is due on Canvas on **November 5th.**

- **Cultural Competency Reflection and Action Plan (5% of final grade)**
  Following our discussion of culturally responsive service delivery, you will write a reflection on your own cultural awareness and cultural competence. In your reflection, you should identify your strengths and weaknesses with respect to cultural competence, demonstrate an awareness of any biases you bring to service delivery, and make a plan of action for developing into a culturally responsive school psychologist and an advocate for social justice. This assignment is with **10 points** and is due on Canvas on **October 29th.**

- **Legal/Ethical Case Analysis (20% of final grade)**
  For this assignment, you will exercise your problem solving skills and become familiar with the APA and NASP ethical principles and service standards, case law, and federal legislation concerning education. Students will be assigned a legal/ethical case. Once assigned, you will be required to research the case and write a report documenting how you would handle the case based on professional guidelines and legal/legislative precedent. More specific guidelines for completing the case analysis will be distributed in class. The case analysis is worth **40 points** and is due on Canvas **December 8th.** Time permitting, students may present their case and findings to the class.

- **Final Exam (20% of final grade)**
  A cumulative final exam will be completed during the regularly scheduled exam time. The exam will consist mostly of essay questions with some objective items. The exam is worth **40 points** and will be completed in class on **December 15th.**

Grading:
The following criterion-referenced grading scale will be used for determining your final grade. There are 200 points possible. To calculate your grade at any time, divide your total points by the total number of points available up to that date, and refer to the percentages/grades below:

Total points	Percentage	Grade	Total points	Percentage	Grade	Total points	Percentage	Grade
198-200	99-100%	A+	174-179	87-89%	B+	154-159	77-79%	C+
186-197	93-99%	A	166-173	83-86%	B	146-153	73-76%	C
180-185	90-92%	A-	160-165	80-82%	B-	140-145	70-72%	C-

Total points	Percentage	Grade	Total points	Percentage	Grade
134-139	67-69%	D+	Below 120	Below 60%	F
126-133	63-66%	D			
120-125	60-62%	D-			

Notes: Final total points that include a decimal of .5 or higher will be rounded to the next highest whole number. School Psychology students must maintain at least a B average in all classes, with no grade below a C in order to remain in the program. See the Program Handbook and Graduate School policies for more information.

Course Policies:
- The general expectation is that students will be able to attend all class meetings and complete all assignments **on time**. Please notify the instructor if you need to miss class. Extensions on assignments will not be allowed unless there is a legitimate, reasonable excuse that is communicated directly to the instructor PRIOR to the due date. **Unexcused late written assignments will result in a deduction of 5% of earned points per day the assignment is late** up to a maximum of 50% of points deducted (remember…emailing assignments as an attachment is a viable option for handing in assignments on time). If you deliver a late assignment to my mailbox, please have a department secretary stamp the date on it.

- Students may redo any written assignment on which less than 75% of possible points were earned. The revised grade will be the average score between the original assignment and the revised assignment. For example, a score of 28 on an assignment worth 40 points is eligible for a redo. If the student earns 35 points on the redo, the final score recorded for the assignment will be 31.5. *If you choose to redo an assignment, you must notify the instructor. The revised assignment must be turned in no later than 1 week from the time the original is returned. The revision policy does not apply to assignments due after Dec. 1, nor does it apply to the final exam.*

- Please DO NOT ask the instructor for his personal notes if you miss class, unless you arrange it ahead of time and have a valid reason why you cannot obtain notes from a classmate. Otherwise, it is your responsibility to obtain notes from a peer. If you have questions about those notes, once obtained, feel free to ask questions in person or via email.

- Please discontinue the use of cell phones and other portable electronic devices as soon as class begins. Phones should be TURNED OFF so as not to disturb the learning of others. In unusual circumstances when you need to have your phone available, please notify the instructor prior to class. In addition to turning off cell phones, please refrain from checking email, text messages, or social networking sites during class time. It is very distracting to the instructor and to the other students who are participating actively in the class. Sana et al. (2013) found that multitasking on a laptop poses a significant distraction to both users and fellow students and can be detrimental to comprehension of lecture content. Thus, laptops may be used for note taking only.

  Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. *Computers & Education*, *62*, 24-31.

- General class information, announcements, and many readings will be posted online on Canvas. Any PowerPoints, assignment guidelines, and grades also will be posted on Canvas. You should check email and Canvas for announcements regularly.

- There is an expectation of professionalism for this course and all your other UNO courses. This means you should arrive to class on time, stay for the entire length of class, dress professionally for service learning and applied activities, and communicate verbally and in writing (including email) using professional language and style. Sloppy work reflects poorly on you and our program.

- Participation in class activities and discussions is encouraged and expected. Ask questions! In the event you disagree with ideas presented by others, please refrain from any negative comments. Class members not respecting others' right to learning will be asked to leave the classroom and need to speak to the instructor before returning. You may note there is no participation grade for this course. As a graduate level class, I expect participation from all students. Please come prepared to class having read and reacted to the readings so you may fully participate in the conversation. Participating in class is practicing a vital skill for school psychologists who are expected to talk in groups, ask and answer questions, and stand up for themselves and their opinions.

- The profession of school psychology requires constant collaboration and teamwork with other professionals. As such, the school psychology program at UNO strives to create a climate of collaboration and support among faculty and students. Students are encouraged to ask questions of faculty and other students to gain input, seek clarification, and enhance understanding related to course content and other professional experiences. Specific questions or advice solicitation regarding assignment expectations, content, formatting, APA style, etc. should go directly to faculty, and not to other students or to social media sites. Students may *not* share class-related assignments, exams, projects, reports, etc. with other students or on social media without explicit permission from the course instructor. Doing so would detract from the student's ability to demonstrate his or her own understanding of course content and would limit the faculty's ability to obtain a valid evaluation of a student's knowledge and skills. Additionally, class content and requirements may change from year to year, making previous years' assignments irrelevant. Thus, it is the policy of the program that students refrain from sharing any physical or electronic copies of course materials and content (e.g., assignments, exams, projects, papers, reports) with other students or on social media. In instances where it is evident that materials have been shared, students will be consequenced in accordance with the university's academic dishonesty policy.

- Academic dishonesty of any kind will not be tolerated and will be addressed in a manner consistent with the University's Academic Integrity Policy (see the School Psychology Program Manual or the UNO Student Affairs website). In accordance with this policy, consequences for engaging in behavior that goes against academic integrity will be handled on a case-by-case basis at the discretion of the instructor. Penalties may range from zero credit on the assignment, to reduced or failing course grade,

to expulsion from the program. ANY instances of plagiarism or other misconduct may be reported to the Program Director, Department Chair, Dean, Assistant Vice Chancellor for Student Affairs, and the registrar. Furthermore, a record of the event will be placed in the student's graduate file. Depending on the situation, there may be consequences imposed by the School Psychology Program in addition to those imposed at the course level. Students who do not agree with the penalty decided by the instructor may follow a sequence of appeals. If you are unsure of whether or not you are committing plagiarism, or want to refresh yourself, please check the tutorial at https://www.indiana.edu/~academy/firstPrinciples/index.html. **Students should be aware that ALL assignments are subject to a check for plagiarism using the internet and/or plagiarism detection software.**

- I wish to facilitate the learning of all students in the class. Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact the ASC (Location: 104 H&K, Phone: 554-2872, TTY: 554-3799, Email: unoaccessibility@unomaha.edu) or go to the website: https://www.unomaha.edu/student-life/accessibility/. Use of accommodations in the classroom or in testing situations will remain confidential. Please contact Dr. McKevitt with any special requests or accommodations. Please address any other specific issues or needs related to your performance in class to Dr. McKevitt as soon as possible

- The course policies can be summed up by the following expectations:
  - Be Responsible
  - Be Professional
  - Be Academic

If you abide by these expectations, you will be successful in this class.

Professional Identity:

In addition to regularly scheduled course work and practica experiences, the UNO School Psychology Program provides additional opportunities for students to identify with the profession. Program sponsored colloquia and time to attend professional meetings are two examples of the opportunities for students and faculty to maintain and enhance their professional competencies. Faculty and students are expected to join the major school psychology organizations, to attend professional meetings, and to read current literature. Membership forms for student membership in the American Psychological Association (APA), APA Division 16, National Association of School Psychologists (NASP), Iowa School Psychology Association (ISPA), and the Nebraska School Psychologists Association (NSPA) are available online. Membership in one or more of these professional organizations is strongly encouraged. In addition, students and faculty should read current school psychology journals, such as the *School Psychology Review, School Psychology,* and the *Journal of School Psychology.* Early and sustained identification with our field will enhance your knowledge base and enjoyment of school psychology!

COVID-19 Pandemic Learning Plan:

As noted above, instruction delivery for this class is primarily in person. In the event the COVID-19 pandemic again requires in-person classes to halt, this class will move to remote learning mode. Other circumstances, such as public school closures, illness, or quarantine, may also require this class or individual students to move to remote learning mode. As defined by UNO, remote learning consists of meeting at our regularly scheduled time, synchronously, over Zoom. If this occurs, we will do our best to maintain the schedule below; however, some changes may need to be made depending on circumstances. Pay close attention to announcements and emails. If you, or anyone in your living arrangement, is experiencing any symptoms of COVID-19, please participate via Zoom. Please notify the instructor if this will be the case.

For in-class instruction, <u>masks</u> must be worn appropriately per CDC guidelines covering the mouth and nose. <u>Social distancing</u> is required for in person classes per university policies. There will be no exceptions. Please do not move desk/chairs in classrooms. Use <u>hand sanitizers</u> and <u>disinfecting wipes</u> upon entering class. Use CDC guidelines for hand washing and don't touch your face. If you have been exposed to COVID-19, please isolate and do not come to campus.

<u>Zoom Guidelines for Remote Participation</u>
Have your camera on.
Find a quiet place, if possible. Sit at a desk or table.
Keep unmuted as much as possible.
Engage as you would if participating in person. Zoom is not a reason to remain quiet.
Dress as if you were coming to campus for class.

Daily Topics and Assignments:

Date:	Topics:	Readings/Assignment Due: [*Article is available on Canvas] NOTE: BP DBCDM = *Best Practices: Data-based and Collaborative Decision Making;* BP Student = *Best Practices: Student Level Services;* BP Systems = *Best Practices: Systems Level Services;* BP Foundations = *Best Practices: Foundations*
Aug. 25	Introduction to the Profession of School Psychology, Course Overview	None
Aug. 27	Defining School Psychology; The Scientist-Practitioner	Merrell et al., ch. 1 *UNO School Psychology Program Handbook (familiarize yourself with contents; read pp. 5-9 [objectives], 47-51 [evaluation]. *Hayes, S.C., Barlow, D.H., & Nelson-Gray, R.O. (1999). The scientist-practitioner. In *The scientist-practitioner: Research and accountability in the age of managed care* (2nd ed.; chapter 1, pp. 1-28). Allyn & Bacon.
Sept. 1 Sept. 3	Evolution of School Psychology and Current Professional Practices *(Domain 10)*	Merrell et al., ch. 2 *Fagan, T.K. (2000). Practicing school psychology: A turn-of-the-century perspective. *American Psychologist, 55,* 754-757. Fagan, BP Foundations, ch. 29 Ysseldyke & Reschly, BP DBCDM, ch. 4 *Sheridan, S.M. & Gutkin, T.B. (2000). The ecology of school psychology: Examining and changing our paradigm for the 21st century. *School Psychology Review, 29,* 485-502. **Journal 1 DUE 9/1**
Sept. 8	NASP & APA: The Representational Structure of a Profession; Working as a School Psychologist *(Domain 10)*	Merrell et al., ch. 5 *Fagan, T.K, Gorin, S., & Tharinger, D. (2000). The National Association of School Psychologists and the Division of School Psychology-APA: Now and beyond. *School Psychology Review, 29,* 525-535.

		*Walcott, C.M. & Hyson, D. (2018). *Results from the NASP 2015 Membership Survey, Part 1: Demographics and Employment Conditions* [Research report]. NASP. *McNamara, K.M., Walcott, C.M., & Hyson, D. (2019). *Results from the NASP 2015 Membership Survey, part 2: Professional Practices in School Psychology* [Research report]. NASP. *APA (2011), Model act for state licensure of psychologists. *American Psychologist, 66,* 214-226. (Introduction and Section J only) **Journal 2 DUE 9/8**
Sept. 10	School Psychology Training and Professional Standards, Certification/Licensure *(Domain 10)*	Merrell et al., ch. 4 *NASP (2020). *Professional Standards of the National Association of School Psychologists.* Standards for Graduate Preparation (pp. 15-22) and Standards for Credentialing (pp. 25-37) *NASP Rossen, BP Foundations, ch. 40
Sept. 15	The Delivery of Psychological Services in Schools: Conceptual and Process Dimensions	Merrell et al., ch. 7 *Shapiro, E.S. (2000). School psychology from an instructional perspective: Solving big, not little problems. *School Psychology Review, 29,* 560-572. Armistead & Smallwood, BP DBCDM, ch. 1 *NASP (2020). *Professional Standards of the National Association of School Psychologists.* Model for Comprehensive and Integrated School Psychological Services (pp. 1-14) Pluymert, BP DBCDM, ch. 2 Stoiber, BP DBCDM, ch. 3 *Eklund, K et al. (2020). Examining the role of school psychologists as providers of mental and behavioral health services. *Psychology in the Schools, 57*(4)*,* 489-501. **Journal 3 DUE 9/15**
Sept. 17 Sept. 22	The Delivery of Psychological Services in Schools: Consultation and Collaboration (Individual and Systems Levels) *(Domain 2, 5)*	Merrell et al., ch. 11 Erchul & Young, BP DBCDM, ch. 29 Burns, Kanive, & Karich, BP DBCDM, ch. 37 Castillo & Curtis, BP Systems, ch. 1 **Professional Issue Paper DUE 9/22**
Sept. 24 Sept. 29 Oct. 1	The Delivery of Psychological Services in Schools: Data-based Decision Making (Individual and Systems Levels) *(Domain 1)*	Merrell et al., ch. 8 Albers & Kettler, BP DBCDM, ch. 7 *Shinn, M. (2008). Best practices in using curriculum-based measurement in a problem solving model. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 243-262). NASP. Howell & Hosp, BP DBCDM, ch. 10 McConaughy & Ritter, BP DBCDM, ch. 24 Ortiz, BP Foundations, ch. 5 Nagle & Gagnon, BP Foundations, ch. 24 *Nelson-Gray, R.O. (2003). Treatment utility of psychological assessment. *Psychological Assessment, 15,* 521-531. **Journal 4 DUE 9/29**

Oct. 6 Oct. 8 Oct. 13	The Delivery of Psychological Services in Schools: Intervention and Prevention (Individual and Systems Levels) (Domain 3, 4, 5, 6)	Merrell et al., chs. 9-10 *Upah, K. (2008). Best practices in designing, implementing, and evaluating quality interventions. In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology V* (pp. 209-224). NASP Burns, VanDerHeyden, & Zaslofsky, BP Student, ch. 9 Roach, Lawton, & Elliott, BP DBCDM, ch. 8 Joseph, BP Student, ch. 7 Hixson, Christ, & Bruni, BP Foundations, ch. 26 McKevitt & Fynaardt, BP Systems, ch. 12 Frey, Elliott, & Miller, BP Student, ch. 15 Rafoth & Parker, BP Student, ch. 10 Larson & Mark, BP Systems, ch. 16 Brock, Reeves, & Nickerson, BP Systems, ch. 15 Strein, Kuhn-McKearin, & Finney, BP Systems, ch. 10 **Journal 5 DUE 10/13**
Oct. 15	Culturally Responsive Service Delivery *(Domain 7, 8)*	Merrell et al., ch. 3 Miranda, BP Foundations, ch. 1 Jones, BP Foundations, ch. 4 Vanderwood & Socie, BP Foundations, ch. 7 Mulé, Briggs, & Song, BP Foundations, ch. 10 Fisher, BP Foundations, ch. 15 *Malone, C., & Proctor, S. (2019). Demystifying social justice for school psychology practice. *Communiqué, 48(1),* 21-23.
Oct. 20	**Fall Break**	
Oct. 22	Culturally Responsive Service Delivery (cont.)	Continue readings from 10/15
Oct. 27 Oct. 29	Effective Schools *(Domain 5, 6)*	*Bickel, W.E. (1999). The implications of the effective schools literature for school restructuring. In T. Gutkin & C. Reynolds (Eds.), *The handbook of school psychology* (3rd ed.; pp. 959-983). Wiley. *Ready, D.D., Lee, V.E., & Welner, K.G. (2004). Educational equity and school structure: school size, overcrowding, and schools-within-schools. *Teachers College Record, 106 (10),* 1989-2014. **Journal 6 DUE 10/27** **Cultural Competency Reflection and Action Plan DUE 10/29**
Nov. 3	Teaching *(Domain 2, 5)*	*Gettinger, M. & Callan Stoiber, K. (2009). Effective teaching and effective schools. In T. Gutkin & C. Reynolds (Eds.), *The handbook of school psychology* (4th ed.; pp. 769-790). Wiley. *Worthy, J. (2005). 'It didn't have to be so hard': the first years of teaching in an urban school. *International Journal of Qualitative Studies in Education, 18,* 379-398. *Greenberg, J., McKee, A., & Walsh, K. (2013). *Teacher Prep Review: A Review of the Nation's Teacher Preparation Programs (Executive Summary).* Retrieved online at http://www.nctq.org/dmsStage/Teacher_Prep_Review_2013_Report **Bottiani, J., Duran, C., Pas, E., & Bradshaw, C. (2019). Teacher stress and burnout in urban middle schools: Associations

		with job demands, resources, and effective classroom practices. *Journal of School Psychology, 77,* 36-51. **Journal 7 DUE 11/3**
Nov. 5 Nov. 10 Nov. 12	Ethical Principles *(Domain 10)*	Merrell et al., ch. 6 (pp. 135-143) Merrell et al., Appendix A *NASP (2020). *Professional Standards of the National Association of School Psychologists*. Principles for Professional Ethics (pp. 39-58) Jacob, BP Foundations, ch. 32 Klose & Lasser, BP Foundations, ch. 33 Armistead, BP Foundations, ch. 34 *Jacob, S. Decker, D. M., & Lugg, E.T. (2016). Privacy, informed consent, confidentiality, and record keeping (chapter 3). In *Ethics and law for school psychologists* (7th ed., pp. 57-98). Wiley. *Schank, J. A., & Skovholt, T. M. (1997). Dual-relationship dilemmas of rural and small-community psychologists. *Professional Psychology: Research and Practice, 28,* 44-49. **Model of Professional Practice DUE 11/5** **Journal 8 DUE 11/10**
Nov. 17 Nov. 19 Nov. 24	Special Education: IDEA and Local Regulations; Section 504 *(Domain 10)*	Merrell et al., ch. 6 (pp. 118-134) McBride, Willis, & Dumont, BP Foundations, ch. 31 Coulter, BP Systems, ch. 7 *Jacob, S. Decker, D. M., & Lugg, E.T. (2016). Ethical-legal issues in the education of students with disabilities under IDEA (chapter 4). In *Ethics and law for school psychologists* (7th ed., pp. 99-150). Wiley. *IDEA 2004 (PL 108-446) text and regulations (selected sections). *Nebraska Department of Education, Special Education Regulations, Rule 51. (selected sections) *Nebraska Verification Guidelines for Children with Disabilities (selected sections) *Iowa Department of Education, Administrative Rules of Special Education. (selected sections) *Burns, M.K., Jacob, S., & Wagner, A. (2008). Ethical and legal issues associated with using response-to-intervention to assess learning disabilities. *Journal of School Psychology, 46,* 263-279. *Jacob, S. Decker, D. M., & Lugg, E.T. (2016). Section 504 and the Americans with Disabilities Act (chapter 5). In *Ethics and law for school psychologists* (7th ed., pp. 151-167). Wiley. **Journal 9 DUE 11/17** **School Psychologist Interview Series DUE no later than 11/24**
Nov. 26	**Thanksgiving Break**	
Dec. 1 Dec. 3	Special Education and Section 504 (cont.)	Continue readings from above. **Journal 10 DUE 12/1**

Dec. 8	ESEA/ESSA and School Accountability *(Domain 10)*	*Braden, J. P., & Tayrose, M. P. (2008). Best practices in educational accountability: High stakes testing and educational reform. In A. Thomas & J. Grimes (Eds.). *Best Practices in School Psychology* V (pp. 575-588). NASP *NASP (2016). *The Every Student Succeeds Act: Details of the new law.* Bethesda, MD: Author. *Wang, L, Beckett, G. H., & Brown, L. (2006). Controversies of standardized assessment in school accountability reform: A critical synthesis of multidisciplinary research evidence. *Applied Measurement in Education, 19,* 305-328. *Mintrop, H., & Sunderman, G.L. (2009). Predictable failure of federal sanctions-driven accountability for school improvement—and why we may retain it anyway. *Educational Researcher, 38,* 353-364. *Katsiyannis, A., Zhang, D., Ryan, J.B., & Jones, J. (2007). High stakes testing and students with disabilities. *Journal of Disability Policy Studies, 18,* 160-167. **Legal/Ethical Case Analysis DUE 12/8**
Dec. 10	Legal Cases that Influence School Psychology Practice *(Domain 10)*	*Jacob, S. Decker, D. M., & Lugg, E.T. (2016). Indirect services II: Special topics in systems-level consultation (chapter 9). In *Ethics and law for school psychologists* (7th ed., pp. 247-275). Wiley. *Reschly, D.J., Kicklighter, R., & McKee, P. (1988). Recent placement litigation, Part I: Regular education grouping: Comparison of *Marshall* and *Hobson. School Psychology Review, 17,* 9-21. *Reschly, D.J., Kicklighter, R., & McKee, P. (1988). Recent placement litigation, Part II: Minority EMR overrepresentation: Comparison of *Larry P* with *Marshall,* and *S-1. School Psychology Review, 17,* 22-38. *Reschly, D.J., Kicklighter, R., & McKee, P. (1988). Recent placement litigation, Part III: Analysis of differences in *Larry* P, *Marshall,* and *S-1* and implications for future practices. *School Psychology Review, 17,* 39-50. *Timothy W. v Rochester Sch. Dist.,* United States Court of Appeals, 1989. *Board of Education v. Rowley,* United States Supreme Court, No-80-1002, June, 1982. *Endrew v. Douglas County Sch. Dist.* United States Supreme Court, No-15-127, March, 2017 *Endrew Case Q&A, United States Department of Education, Dec. 7, 2017
Dec. 15	**FINAL EXAM**	

Note. This syllabus is subject to mid-course revisions. The timing and implementation of changes will be negotiated as a class; however, the instructor reserves the right to make the final decision regarding any mid-course modifications.