



**PSY 509**  
**CRN: 49153**

*Foundations of School Psychology*  
College of Education and Behavioral Sciences  
Psychology Department  
Western Kentucky University  
Fall 2020  
Tuesday/Thursday from 9:35 – 10:55 am  
Face-to-face  
GRH 3011

**Instructor:** Sarah Ochs, Ph.D.  
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**Email:** Sarah.Ochs@wku.edu  
**Virtual Office Hours:** Monday 12:00-3:00pm,  
Tuesday 8:30-9:30am, Wednesday 11:00am-  
2:00pm, Thursday 8:30-9:30am, by appointment

## **I. COURSE DESCRIPTION**

*Catalog Description:* An introduction to the history of school psychology, the role and function of the school psychologist, models of practice, and professional standards. Current trends and future directions will be explored.

This is a 3-credit hour course.

## **II. REQUIRED TEXT/READING**

Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2012). *School Psychology for the 21<sup>st</sup> Century: Foundations and Practices* (2<sup>nd</sup> Ed.). New York, NY: Guilford Press.

Additional articles and supplemental texts will be assigned and provided on Blackboard.

Brown Griffin, C., Metzger, I.W., Halliday-Boykins, C.A. & Salazar, C.A. (2020). Racial fairness, school engagement, and discipline outcomes in African American high school students: The important role of gender. *School Psychology Review*.

<https://doi.org/10.1080/2372966X.2020.1726810>

Castillo, J. M., Curtis, M. J., & Tan, S. Y. (2014). Personnel needs in school psychology: A 10-year follow up study on predicted personnel shortages. *Psychology In The Schools*, 51(8), 832-849. <https://doi.org/10.1002/pits.21786>

Cummings, J.A., Harrison, P., Dawson, M., Short, J., Gorin, S., & Palomares, R. (2004). The 2002 Conference on the Future of School Psychology: Implications for consultation, intervention, and prevention services. *Journal of Educational and Psychological Consultation*, 15, 239–256. <https://doi.org/10.1080/10474412.2004.9669516>

Durlak, J., Weissberg, R., Dymnicki, A., & Taylor, R. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>

- Fagan, T. K. (1993). Separate but equal: School psychology's search for organizational identity. *Journal of School Psychology, 31*, 3-90. [https://doi.org/10.1016/0022-4405\(93\)90022-B](https://doi.org/10.1016/0022-4405(93)90022-B)
- Hughes, T., Raines, T., & Malone, C. (2020). School pathways to the juvenile justice system. *Policy Insights from the Behavioral and Brain Sciences, 7*(1), 72-79.
- La Salle, T.P., Wang, C., Wu, C., & Rocha Neves, J. (2020). Racial mismatch among minoritized students and white teachers: Implications and recommendations for moving forward. *Journal of Educational and Psychological Consultation, 3*, 314-343. <https://doi.org/10.1080/10474412.2019.1673759>
- Lay, M. (2010). Securing a place at the table: School psychologists as educational leaders. *Communiqué, 39*(3), 12-14.
- Li, C., & Vazquez-Nuttall, E. (2009). School Consultants as Agents of Social Justice for Multicultural Children and Families. *Journal of Educational and Psychological Consultation, 19*, 26-44. <https://doi.org/10.1080/10474410802462769>
- Luevano, C. & Collins, T.A. (2020). Culturally appropriate math problem-solving instruction with English language learners. *School Psychology Review, 49*(2), 144-160. <https://doi.org/10.1080/2372966X.2020.1717243>
- Martin, J. E., Van Dycke, J. L., Christensen, W. R., Greene, B. A., Gardner, J. E., & Lovett, D. L. (2006). Increasing student participation in IEP meetings: Establishing the self-directed IEP as an evidenced-based practice. *Exceptional Children, 72*(3), 299-316. <https://doi.org/10.1177/001440290607200303>
- National Association of School Psychologists. (2020). *The professional standards: Principles for professional ethics* (pp. 39-57). Retrieved from <https://www.nasponline.org/standards-and-certification/professional-ethics>
- National Association of School Psychologists. (2009a). *Appropriate academic supports to meet the needs of all students* (Position Statement). Bethesda, MD: Author.
- National Association of School Psychologists. (2009b). *Appropriate behavioral, social, and emotional supports to meet the needs of all students* (Position Statement). Bethesda, MD: Author.
- Newman, D.S., Simon, D.J., & Swerdlik, M.E. (2018). What we know about supervision in school psychology: A systematic mapping and review of the literature between 2000 and 2017. *Psychology in the Schools, 56*(3), 306-334. <https://doi.org/10.1002/pits.22182>
- Reschly, D. L. (2000). The present and future status of school psychology in the United States. *School Psychology Review, 29*, 507-522.
- 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*(4), 485-502.
- Shriberg, D., & Desai, P. (2014). Bridging social justice and children's rights to enhance school psychology scholarship and practice. *Psychology in the Schools, 51*(1), 3-14. <https://doi.org/10.1002/pits.21737>
- Spiel, C. F., Evans, S. W., & Langberg, J. M. (2014). Evaluating the content of Individualized Education Programs and 504 Plans of young adolescents with attention deficit/hyperactivity disorder. *School Psychology Quarterly, 29*(4), 452-468. <https://doi.org/10.1037/spq0000101>
- Sullivan, A.L., Sadeh, S., & Hourii, A.K. (2019). Are school psychologists' special education eligibility decisions reliable and unbiased?: A multi-study experimental investigation. *Journal of School Psychology, 77*, 90-109. <https://doi.org/10.1016/j.jsp.2019.10.006>



- VanDerHeyden, A.M. & Burns, M.K. (2018). Improving decision making in school psychology: Making a difference in the lives of students, not just a prediction about their lives. *School Psychology Review*, 47(4), 385-395.
- Weininger, O. (1971). The school psychologist as a chameleon. *Conseiller Canadien*, 5(2), 125–134.

### III. COURSE GOALS and NASP STANDARDS

#### *Course Goals (NASP Standard)*

1. Understand the historical precursors for the field of school psychology. **(NASP 2.10)**
2. Describe and begin to use data-based decision making as a framework. **(NASP 2.1)**
3. Increase understanding of, respect for, and ability to work within diverse systems and support the diversity among students, schools, families, and communities. **(NASP 2.8)**
4. Describe the roles and functions of school psychologists across NASP Domains of Practice. **(NASP 2.10)**
5. Identify current professional issues in school psychology. **(NASP 2.10)**
6. Describe how school psychologists work with or differ from other child-serving professions and professionals. **(NASP 2.10, 3.1)**

### IV. COURSE REQUIREMENTS

\*Note: Additional instructions and rubrics will be discussed in class and provided on Blackboard.

Points Possible

*Statement of Professional Practice/Self-Assessment*

150

Developing a description of your role as a school psychologist is an important part of your professional development. We will work on understanding and developing your professional identity throughout the entire semester, beginning day one. This assignment will contain three activities: (1) an initial statement of professional practice, and (2a) a revised statement of professional practice that will also include (2b) a detailed self-assessment, mirroring an IEP. This assignment addresses NASP standards 2.1 and 2.10.



### *Equity Self-Reflection*

75

School psychologists engage in and advocate for equitable practices for diverse student populations. After engaging with resources, readings, and peers, you will reflect on your own experiences, identities, and skills and set future goals for furthering development as a change agent in the schools. This assignment addresses NASP standard 2.8.

### *Observation Hours*

25

You will be placed in a local school to observe and support the functioning of a classroom and various parallel professionals. This assignment addresses NASP standard 3.1.

### *Interviews with School Personnel*

100

The goal of this assignment is obtain firsthand knowledge about the nature of a school psychologist's roles, functions, and professional practice. For this assignment you will interview a school psychologist and learn about their job responsibilities, challenges they face, the skills they employ and need, the students and families they serve, the nature of the school settings in which they work, views on the current and future state of the field, and additional questions pertinent to your own interests. You are responsible for planning the interview and writing the questions. You will then write a paper discussing the following (a) your understanding and expectations of school psychologists roles prior to this experience, (b) the observations and/or information obtained from the interview, (c) your impressions and reactions, (d) the fit (or lack of fit) with your initial statement of professional practice, and (e) in what ways, if any, did your understanding of the profession change. You will share your observations with the class.

You will also interview another school personnel who is not a school psychologist (e.g., regular or special education teacher, speech-language pathologist, director of special education, interventionist). The goal of this interview is to learn about the roles of other school staff, how they support students and families, and how they may work with school psychologists. This assignment addresses NASP standard 2.10.

### *Literature Review/Proposal*

150

You will select one topic within a domain of practice, review the relevant literature about the topic, develop an annotated bibliography, and present to the class how it relates to the practice of school psychology. Your review will end with one possible specialist project question/idea in that area. To help you stay on track, you will present one article review to your peers in class. The goal of this assignment is to develop professional oral and written language skills as well as support the development of your specialist project. This assignment addresses NASP standard 2.10.

### *School Psychology Awareness Week Assignment*

25

You will work with a partner to develop and present an activity in accordance with School Psychology Awareness Week. You will select or design one activity, prepare the materials, and implement in the selected manner. One idea is to contact a faculty member



who teaches an undergraduate psychology course and ask if you can provide a short presentation (approximately 15 minutes) on school psychology to his/her class or contact Psychology Club and ask to speak to undergraduate students at one of their meetings or outline the difference between school psychologists and school counselors (or another area). You may also wish to engage in an activity that promotes the field at your school site. Feel free to come up with creative ideas that will help increase awareness of school psychology as a discipline. Pamphlets and PowerPoint presentations are available through the NASP website and within our department. Your team will present a brief report of your activity and your reaction(s) to the activity in class. This assignment addresses NASP standard 2.10.

*Total*

*525 points*

## **V. COURSE EVALUATION PROCEDURES**

Grades are assigned at the end of the course on the following scale:

90-100% A	80-89% B	70-79% C	60-69% D	< 59% F
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## **VI. COURSE PROCEDURES**

*Blackboard:* Blackboard will be used by the class. A course site has been set up in Blackboard and reference materials, class assignments, announcement, events, and other features of Blackboard will be used. An effort will be made by the instructor, when appropriate, to minimize copying by placing documents in Blackboard rather than distributing them in class in order to minimize environmental impact.

*Email Etiquette:* Be clear and polite in all communication. When emailing me, please include PSY 509 in the subject line and your name within the body of the email. I make every effort to respond to emails within the same day that I receive them. If you require an immediate response, you are welcome to call or text my cellphone from 8 am – 6 pm, Monday – Friday.

*Participation Policy:* Students are expected to attend **and** participate in all classes.

In the event that the university cancels classes, students are expected to continue with readings and originally scheduled. Any assignment scheduled during those missed classes, such as an exam or paper, will be due at the next class meeting unless other instructions are posted on the course website.

*Due Dates and Late Assignments:* I appreciate students who work diligently and adhere to course deadlines. There will be no make-up quizzes or exams, with the exception of a documented emergency. Unless noted, assignments are due at the beginning of class. Any assignments submitted after the start of class will be deducted 10 percentage points for every day that they are late. If you have a preplanned absence for a university sanctioned (or similar) event, please notify me as soon as this is known. I will make every effort to schedule an alternate time to complete the missed work.

*Class Conduct:* I expect that all students in this class will put forth their best effort. Doing so will include attending class sessions, arriving in a timely manner, reading and completing assignments prior to the start of class, listening when others talk, asking questions and actively engaging in the material, practicing



academic integrity which includes doing one's own work, turning in assignments on time, having conversations with classmates that are on-topic. At all times, students are to be respectful of others' opinions and values, even if very different from your own.

*Face Coverings:* Out of respect for the health and safety of the WKU community and in adherence with the **CDC guidelines**, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations to face coverings must be determined by the Student Accessibility Resource Center and documented before a student may attend class.

*Electronics:* **Cellphone use is prohibited in class, including the use of cellphone cameras.** Students are strongly encouraged to use a note-taking method that works best for them. Laptop computers and tablets will be allowed for note-taking unless it becomes an issue (e.g., searching other sites, not taking notes, social media), at which time the student will be instructed to put the device away for the remainder of the semester.

*Academic Honesty:* All students are expected to conform to the WKU Academic Integrity Policy. Refer to the policy outlined in the Student Code of Conduct which includes academic dishonesty, plagiarism, and cheating. Student work may be checked by plagiarism detection software. An incident of any kind of academic dishonesty may lead to serious consequences.

*Accommodations:* In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

*Student Assistance:* Should you require academic assistance with your WKU courses, The Learning Center (located in the Downing Student Union, 2141) provides free supplemental education programs for all currently enrolled WKU students. The Learning Center at Downing Student Union offers certified, one-on-one tutoring in over 200 subjects and eight academic skill areas by appointment or walk in. Online tutoring is offered to distance learners. TLC is also a quiet study area (with side rooms designated for peer-to-peer tutoring) and a computer lab to complete academic coursework. Please call TLC in the Downing Student Union at (270) 745-5065 for more information or to schedule a tutoring appointment. [www.wku.edu/tlc](http://www.wku.edu/tlc)

*Writing Center Assistance:* The Writing Center has locations in Cherry Hall 123 and in the Commons at Cravens Library on the Bowling Green campus. The Writing Center also offers online consultations for students who live at a distance or who cannot visit during our operating hours. Writing tutors have been trained to provide helpful feedback to students at all phases of a writing project: they can *help*

*you* brainstorm ideas, structure your essay, clarify your purpose, strengthen your support, and edit for clarity and correctness. But they will not revise or edit the paper *for you*. See instructions on the website ([www.wku.edu/writingcenter](http://www.wku.edu/writingcenter)) for making online or face-to-face appointments. Or call (270) 745-5719 during our operating hours (also listed on our website) for help scheduling an appointment.





*Title IX Misconduct/Assault Statement:* Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Title IX Sexual Misconduct/Assault Policy](#) (#0.2070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159.

\*Note: I reserve the right to make changes, additions, or deletions to any part of this syllabus. However, if this happens, I will notify you of all changes in class and will also post an updated syllabus on Blackboard, with the changes noted.

## VII. TENTATIVE COURSE SCHEDULE

Week	Day and Date	Readings	Assignments and Activities
1	TU 8.25		First Statement of Professional Practice Paper (In-class), Program of Study/NASP Domains
	TH 8.27	MEG Ch. 2: The Historical Context & Ch 1: Introduction to the Field  Fagan (1993); Weininger (1971)  NASP What is a school psychologist? ( <a href="http://nasponline.org/about_sp/whatis.aspx">http://nasponline.org/about_sp/whatis.aspx</a> )	
2	TU 9.1	MEG Ch. 7: Data-Driven Problem Solving	
	TH 9.3	MEG Ch. 5: Employment Trends, Opportunities, and Challenges  Castillo, Curtis, & Tan (2014).  MEG Ch. 4: Training and Credentialing	KY Certification Review
3	TU 9.8	MEG Ch. 8: Assessment  Sullivan (2019)	



	TH 9.10	MEG Ch. 9: Academic Prevention and Intervention NASP (2009a); Vanderheyden (2019)	
4	TU 9.15	MEG Ch. 10: Mental Health and Social-Emotional Behavior Prevention and Intervention Durlak, et al. (2011); Hughes, Raines, & Malone (2020); NASP (2009b)	
	TH 9.17		In-Class Work Day
5	TU 9.22	MEG Ch. 3: Cultural and Linguistic Diversity Luevano & Collins (2020)	Equity, Social Justice, Cultural Humility, Diversity: Defining and Understanding
	TH 9.24	Brown Griffin et al. (2020); LaSalle (2020); Shriberg & Desai (2014)	Equity, Social Justice, Cultural Humility, Diversity: Defining and Understanding
6	TU 9.29		
	TH 10.1	MEG Ch. 12: Research and Evaluation	Discuss Specialist Project
7	TU 10.6	Specialist Projects Posted on Blackboard	<b>Equity Self-Reflection Due</b>
	TH 10.8	Martin et al. (2006); Spiel, Evans, & Langberg (2014)	IEP Development
8	TU 10.13	Newman, Simon, & Swerdlik (2018)	Individual and Group Supervision
	TH 10.15		Individual and Group Supervision
9	TU 10.20		Present Article Review to Peers
	TH 10.22		
10	TU 10.27		<b>Interviews Due</b>
	TH 10.29	MEG Ch. 11: Collaboration, Consultation, and Facilitation of Systems Change Cummings, J., Cummings et al. (2004); Lay (2010); Li & Vazquez-Nuttall (2009)	
11	TU 11.3	<b>ELECTION DAY: NO CLASS</b>	
	TH 11.5		<b>Literature Review Due</b>
12	TU 11.10		<b>School Psychology Awareness Week</b>
	TH 11.12		





13	TU 11.17	MEG Ch. 6: Legal and Ethical NASP (2020)	
	TH 11.19	<b>LAST IN PERSON CLASS</b>	<b>Observation Hours Due (Tentative)</b>
14	TU 11.24	<b>ENJOY THANKSGIVING BREAK: NO CLASS</b>	
	TH 11.26		
15	TU 12.1	MEG Ch. 13: Mapping the Future of School Psychology Reschly (2000); Sheridan & Gutkin (2000)	
	TH 12.3		<b>Final Statement of Professional Practice Paper Due</b>
16	<b>TH 12.10 1:00 – 3:00 FINAL EXAM TIME</b>		