



PSY 625
Seminar in School Psychology
9:35 am - 10:55 am
Tuesday/Thursday, GRH 1091
Western Kentucky University
Spring 2020

Instructor

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Office Hours: M 8:30 to 11:30a.m., 12:30 to 1:30p.m.; T 11:00a.m. to 12:00p.m.; W 8:30 to 11:30a.m.; By Appointment

Required Text

Jones, J.M. (ed) (2009). The Psychology of Multiculturalism in the Schools: A primer for Practice, Training, and Research. NASP: Bethesda, MD. ISBN 978-0-932955-69-2

*Required readings will also be selected from current issues of the NASP Communique and the 2014 NASP Best Practices books

Required Articles.

As assigned.

Additional readings as assigned.

NASP Domains of Practice

Domain 6: Services to Promote Safe and Supportive Schools

Domain 8: Equitable Practices for Diverse Student Populations

Domain 10: Legal, Ethical, and Professional Practice

Catalog Description of Course

Readings and discussion on current issues in the field of school psychology. Course may be repeated.

Prerequisites: Acceptance to the School Psychology program or instructor permission.

Course Objectives and NASP Standard(s)

1. Students will learn about current issues in the field of school psychology. (NASP 2.10)
2. Students will learn how to stay current on developments in the field of school psychology by becoming informed of influences on the field (e.g., new accreditation standards, evaluation procedures, special education regulations, national policy letters, and state policy letters). (NASP 2.10)
3. Students will learn how to develop their interests in the field. (NASP 2.10)
4. Students will learn how to adapt assessment practices for culturally and linguistically diverse students. (NASP 2.8)
5. Students will learn methods of school crisis prevention and intervention. (NASP 2.6)

Course Requirements

General Overview

This course will consist of three units: Crisis prevention and intervention, culturally responsive practices, and Current events and topics in school psychology. To assess knowledge in these areas, three exams, presentations, article summaries, and quizzes when needed will be given. The assignments are designed to promote content retention, practical application, and **self-directed** professional engagement in the area of school psychology. As a point of fact, students are responsible for completing all assignments by the due date and understanding each assignment's requirements.

Periodically, you will be given directions in class that are not listed in the syllabus, it is your responsibility to record, understand, and adhere to them. The professor reserves the right to change any part of the assignment or grading scheme as needed, and it is the responsibility of the student to know what those changes are.

Unless otherwise noted, all assignments should be submitted to Blackboard. Any assignment or document submitted by other means will not be graded and considered not submitted. Before submitting any assignment, confirm the absence of

grammatical or mechanical errors in your writing. Excessive errors will result in point deductions or a 0 for the assignment.

Crisis Plan Review. 100pts. total. NASP 2.6

Students will review the Kentucky Center of School Safety (KCSS) *Emergency Management Resource Guide School Plan* (<https://kycss.org/emp/Home/EmerRevCol-fillable-School-Plan.pdf>). Each week students will be provided information regarding the NASP PREPaRE program and standards. Each Week that the PREPaRE model is covered, students will work in the same pairs to:

- 1) Identify the three concepts they found to be the most important each week and explain why
- 2) Review the KCSS guide to determine if they are present or not – provide explicit examples and rationale
- 3) Type a 1-2 page summary of the findings

After the class has completed covering the PREPaRE model, the pairs will review the KCSS Manual and their weekly write-ups and write a 2 page summary. The summary should contain:

- 1) Of all the concepts that they reviewed, which do they think are the most important and why
- 2) If they were to have the chance to revise the KCSS Manual, what is areas would they revise and why – provide explicit examples and rationale

Cultural Perspectives Paper. 200pts. total. NASP 2.8

In this paper students will prepare a personal a personal perspective on providing services to racially/ethnically diverse students and/or their families. The paper should have four sections:

- 1) Your personal perspective on
 - a. How developing cultural competence is useful in the field and
 - b. How your world-view, attitudes, and heritage inform your perspective
- 2) Your perspective on how Response to Intervention could be improved by culturally informed practices
- 3) Your perspective on how Assessment practices could be improved by culturally informed practices
- 4) Your perspective on how intervention or counseling could be improved by culturally informed practices

For this paper, use the relevant information from the Jones (2009) book, as well as one peer reviewed journal article for each section. The paper should be formatted in APA style according to the 6th edition. The anticipated length is 6-8 pages, excluding title page and references.

Topical Presentation 100 pts. total NASP 2.10

Each student is responsible for developing a 30 minute presentation covering one topic of interest in school psychology. There is not a specific topic pool; however, all student topics must be approved by the instructor before spring break. Presentations should include:

1. Accurate spelling, punctuation, and grammar.
2. The topic and it relevance to school psychology;
3. What are the problems and solutions related to the topic;
4. 5 multiple choice questions related to the presentation for the class (sent as a separate “.doc” or “.txt” document).

Participation (100 points)

In-class. Students are required to attend and participate in every class. As graduate students, you are expected to independently learn and engage with the course material, and contribute to your fellow students learning to develop as collaborators within the field. Each week each student is expected to provide three reflective elements:

- (1) At the beginning of class: one area of the material from the last class period that interesting or helpful;
- (2) At the end of class: one area of the material from the class period that was interesting or helpful;
- (3) How the two are connected and what you need to better connect them

The instructor will administer quizzes as needed.

Grades	
Assignment	Points
Crisis Plan Review	100
Topical Presentation	100
Cultural Perspectives Paper	200
Participation	100
Total	500

A	=	90 – 100%
B	=	80 – 89.9%
C	=	70 – 79.9 %
D	=	60 – 69.9 %
F	=	59.9% and below

If you believe that your grade on a particular assignment should be different, you must submit a request to review the assignment to the instructor in writing within 24 hours of receiving the grade for the assignment. Your request for review must contain the following elements to be considered:

- 1) Your name and ID number
- 2) The title of the assignment
- 3) Your rationale for the review of the graded assignment

Your justification will be reviewed and a decision will be made as to whether or not your assignment will be reviewed. If your assignment is reviewed, *it will be reviewed in its entirety, which might result in an increase, decrease, or no change in the grade given.*

Also, remember that this is a skills mastery course, rather than a strictly didactic course. To this end, all products related to actual consultation will be reviewed and revised until mastery is evident.

Student 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, 1074. The phone number is 270-745-5004 [270.745.5121 V/TDD] or email at sarc@wku.edu. Please do not request accommodations directly from the professor or instructor without a letter of accommodation (LOA) from The Student Accessibility Resource Center."

Additional Information

Academic Dishonesty

Students are expected to complete their own work. As stated in the university catalog, "students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course without possibility of withdrawal." In other words, do your own work and do not cheat. This includes faking or modifying test administration responses to better match the manual's scoring criteria. The psychology faculty consider academic dishonesty an ethical matter. As a reminder, you should know that students can be dismissed from the program for unethical behavior.

Late Assignments

Late assignments are unacceptable. Plan accordingly and get assignments done ahead of time. The instructor has the right to refuse any and all late work.

Correspondence

Students are welcome to come by during office hours or schedule an appointment. Other acceptable forms of communication are calling the instructor's office phone or sending an e-mail. The instructor will communicate with students by Blackboard announcements, student WKU e-mail, or notes in the student's department mailbox.

You are encouraged to check your WKU email account and graduate department mailbox daily during the workweek.

If you choose to correspond with the instructor via email:

- 1) Provide the course prefix and number in the subject line,
- 2) Provide your name within the text of the email, as well as at the end of the email, and
- 3) Type your concern as concisely as possible using a conventional letter format, and refrain from using all CAPS, emoji's, brightly colored fonts, etc.
- 4) Depending on the nature and type of response requested, it might take up to 48 hours to respond.

If you choose to call and leave a voicemail for the instructor:

- 1) Provide your name,
- 2) State what the call is regarding, and
- 3) Leave your phone number and email address.

TITLE IX STATEMENT

“Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Discrimination, Harassment and Sexual Misconduct Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf>. Under this policy, 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.”

Expectations of Students

- 1) **Arrive.** Get to class before start time and return on time after breaks. This allows you to settle in, check with others, and be ready to start class on time. If you arrive after the start time of the class, you are likely to miss key information.
- 2) **Prepare.** Complete all readings before class and be prepared to apply what you have read, discuss it, and ask questions.
- 3) **Discontinue.** Do not allow your communication and entertainment devices to be a distraction in class. Put all devices in silent mode or off; and if you must, take any calls in the hall. Digital devices may be used for note taking, research, group discussions, and classroom presentations.
- 4) **Submit assignments on or before the dates listed.** When a special need arises, please arrange with the instructor ahead of time regarding what assignments can be completed and when the assignments are due.
- 5) **Produce scholarly work** (written, oral, and presentations) exemplary of the professional degree you seek. The written and spoken contributions are clear, coherent, organized, and use correct grammar and style. This means think before you speak and proofread carefully before you turn in your written work.
- 6) **Collaborate with your colleagues.** Be generous in conversing with others to discover new thoughts and ideas. If you have concerns, talk directly with those involved. It is important to learn to talk through differences in understanding, as well as learn others’ points of view.
- 7) **Attendance and Participation.** Students are required to attend all classes for the entire scheduled time, to participate actively, and to contribute both experiential and research-based information to class discussion. After two absences, each additional absence will result in the lowering of your final grade by one letter grade. Two times tardy (tardy is defined as arriving late or leaving early) comprise one absence. An attendance sheet shall be signed at the beginning of each class period. If you miss a class, you need to ask a classmate for notes and other details, not the professor. **NO OFF TASK TEXTING OR NET SURFING!**

Course Policies

Class begins when Dr. Gross takes roll. If you arrive after your name is called, you are tardy. **Class ends when Dr. Gross informs you class has ended.** Leaving before class has ended is only partial attendance. Arriving late and/or leaving early will reduce your attendance grade and inherently limits your opportunities to learn the course material. If you are having trouble with the course content, stop in during office hours or make an appointment with Dr. Gross as soon as possible. This course requires you to build upon previous knowledge and skills. If you fail to address difficulties early, then you will struggle to keep pace with or catch-up to your peers.

Internet Access. The university has numerous computer labs on campus that are available to students. Students in this course must make arrangements to access the internet regularly throughout the week. To complete homework

assignments, to access course-related information, and to receive emails from Dr. Gross, which may include important announcements and changes in assignments, students will need to access the course website through Blackboard. *Students are responsible for making sure they receive Dr. Gross' emails and Blackboard updates, and follow through with any assignments or other information that is provided via email.*

Academic Integrity. In order for you to reach your full potential, it is critical that you do your own original work and not copy the ideas of others. Since cheating does not result in learning, Dr. Gross will assign an “F” or zero for the assignment or for the entire course. This practice is consistent with University policy. *If in doubt about whether an action is cheating or acceptable behavior, please ask Dr. Gross for clarification before proceeding.* Any material taken from another work must be documented, and in no case should one represent another’s work as one’s own, this includes information received from others during examinations or submitting another’s assignments, papers, etc. as one’s own. *Any amount of information copied word for word from the internet or any other source (without proper use of quotations and referencing) is plagiarism.* Students involved in authorized collaborative work, to avoid questions of plagiarism, should exercise extreme caution.

Exclusion of Students from Class. Instructors may temporarily remove or exclude any student engaged in disruptive conduct from the classroom. Students ejected from the classroom will remain responsible for all class assignments. *Students who are excluded from class will be counted as absent for that day.* For purposes of this class, disruptive conduct includes, but is not limited to:

- 1) Behavior that **obstructs the learning environment** (e.g., offensive language, harassment of students and professor, repeated outburst from a student which disrupts the flow of instruction or prevents concentration on the subject taught, failure to cooperate in maintaining classroom decorum, etc.).
- 2) Continued use of **any electronic or other device**, which disturbs others (e.g., disturbing noises from beepers, cell phones, palm pilots, laptop computers, games, etc.).
- 3) **Use of a cell phone to talk or text during class.** I understand that sometimes there are emergencies or urgent matters to which you need to attend. In such cases: (a) excuse yourself from class, (b) talk or text outside of the classroom, (c) only reenter after you are finished. If you need to excuse yourself for a second time: (a) gather your belongings, (b) excuse yourself, and (c) you will have to wait until the next class day to return to class.

General Guidelines for Administration of Tests/Assessments

1. No assessments should be conducted without the proper consent forms filled out from the parent.
2. The results of the assessment and the recommendations should not be shared with either the child or the parents/guardians without first obtaining approval from the site supervisor and the instructor.
3. Assessment materials can be attained from the campus clinic. Computer scoring of the protocols should first be done at your practicum site computers. However, if students must use the computers in the clinic, be sure to use a code or pseudonym for any potential identifying information and delete the single record created from the computer. Print outs of all assessments (with identifying information redacted) must be submitted to the instructor.
4. Because students may be absent, have a test, or have other unforeseen events, it is highly recommended to schedule test administrations well ahead of due dates. All due dates are posted. Procrastination may result in a late administration, and procrastination on your part does not constitute an emergency on our part.
5. **ALL MATERIAL YOU OBTAIN FROM YOUR EXAMINEE IS CONFIDENTIAL.** Do not discuss the examinee or any of the test results outside of class with other individuals, even if you are not mentioning names.
6. It is imperative to remain professional in your behaviors as a practicum student. This means that you should dress professionally for your test administrations. Professional dress for men typically includes slacks, or suit with a collared shirt. Professional dress for females typically includes slacks with a nice blouse, suit, or skirt (within professional dress code of the organization). Jeans, shorts, and t-shirts (with graphics or writing) are unacceptable for male and female students. Remember, first impressions are important, and you want people to treat you professionally.
7. For ethical reasons, you must ensure that you do not leave test materials unattended or practice administering tests in public places. You should conceal test materials at all times. Failure to do so may result in a deduction of points for unprofessional conduct. You will also be financially responsible for a loss of test materials.

Tentative Course Schedule

<i>Week</i>	<i>Topic/Reading/Task</i>
1/28	Course Intro/PREPaRE
Reading	Syllabus KCSS School Plan & Forms
Tasks	Review PREPaRE Model Assess KCSS School Plan for Correspondence
2/4	PREPaRE
Reading	KCSS School Plan & Forms
Tasks	Review PREPaRE Model Assess KCSS School Plan for Correspondence
2/11	PREPaRE
Reading	KCSS School Plan & Forms
Tasks	Review PREPaRE Model Assess KCSS School Plan for Correspondence DUE: Crisis Plan Review 1 2/11/2020
2/18	NASP
Reading	CLASS WILL NOT MEET
Tasks	Catch-up/Get ahead on Readings
2/25	PREPaRE
Reading	KCSS School Plan & Forms
Tasks	Review PREPaRE Model Assess KCSS School Plan for Correspondence DUE: Crisis Plan Review 2 2/25/2020
3/3	PREPaRE
Reading	KCSS School Plan & Forms
Tasks	Review PREPaRE Model Assess KCSS School Plan for Correspondence DUE: Crisis Plan Review 3 3/3/2020 CLASS WILL NOT MEET 3/5/2020
3/10	Spring Break – No Class
	No assignments
3/17	MC Considerations
Reading	Jones Ch. 2
Tasks	Report Review using MC considerations DUE: Crisis Plan Review 4 3/19/2020
3/24	MC Considerations
Reading	Jones Ch. 4 & 5
Tasks	Report Review using MC considerations DUE: Crisis Plan Review Summary 3/24/2019
3/31	MC Considerations
Reading	Jones Ch. 6 & 9
Tasks	
4/7	MC Considerations
Reading	Jones Ch. 7
Tasks	DUE: Psychoeducational group for children over a diversity/multicultural topic 4/9/2020

4/14	Topical Presentation
Reading	Independent Reading/TBD
Tasks	4/14 Presenter 1: 4/14 Presenter 2:
4/21	Topical Presentation
Reading	Independent Reading/TBD
Tasks	4/21 Presenter 3: 4/21 Presenter 4: DUE: Cultural Perspectives Paper 4/21
4/28	Topical Presentation
Reading	Independent Reading/TBD
Tasks	4/28 Presenter 5: 4/28 Presenter 6:
5/5	Topical Presentation
Reading	Independent Reading/TBD
Tasks	5/5 Presenter 7: 5/5 Presenter 8:
5/12	FINALS WEEK - TBD

Keep in mind that this is a tentative schedule and subject to change by the instructor.