COURSE OBJECTIVES:

The purpose of this course is to provide an introduction to the field of school psychology and the many different roles school psychologists fill. At the end of this course students will:

1. be familiar with the organization of schools and the importance of cultural competence,
2. be aware of the contributions of school psychologists to schools,
3. be familiar with the knowledge base and skills needed to become competent a psychologist,
4. understand the psycho-educational assessment process, critical considerations in assessment, and the fundamentals of psychometrics.

READINGS:

Harrison, P., & Thomas, A. (Eds.) (2014). *Best practices in school psychology*. Bethesda, MD: National Association of School Psychologists. Available for $399.00 (list), or $299.00 (NASP member) from [http://www.nasponline.org/publications/booksproducts/N1405.aspx](http://www.nasponline.org/publications/booksproducts/N1405.aspx). One copy is available in the instructor’s office. NOTE: This 4 volume set of books will be used within several other courses in the school psychology program.

Other required readings are available online as [indicated on the attached course schedule](#).

RECOMMENDED RESOURCES:


LECTURE HANDOUTS:

Weekly lecture handouts can be downloaded from the web at the following address: [http://www.csus.edu/indiv/b/brocks](http://www.csus.edu/indiv/b/brocks)

GRADES WILL BE BASED ON THE FOLLOWING:

- Hotsheet: 10%
- Comprehensive Final: 50% (This exam will be based on assigned readings and lectures)
- Class Participation: 20%
- Field observation papers: 20%
- Attendance: Interactional learning cannot be duplicated outside the classroom. Students missing more than 2 classes cannot receive an A; students missing more than 3 classes cannot receive a passing grade. Students who miss more than 20 minutes of any class will be considered absent, even if able to attend the majority of the class period.
SPECIAL NOTES:

1. NASP domains of school psychology graduate education and practices addressed in this class:
   a. Data-based decision making and accountability.
   b. Consultation and collaboration
   c. Interventions and instructional support to develop academic skills
   d. Interventions and mental health services to develop social and life skills
   e. School-wide practices to promote learning
   f. Preventive and responsive services
   g. Diversity in development and learning
   h. Legal, ethical, and professional practice

2. CCTC standards addressed in this class:
   a. Standard 6: Professional Ethics and Legal Mandates
   b. Standard 12: Professional Leadership Development
   c. Standard 18: Educational Foundations
   d. Standard 19: Legal, Ethical and Professional Foundations
   e. Standard 22: Individual Evaluation and Assessment
   f. Standard 20: Collaboration and Consultation

3. Please turn off all cell phones or, if you need to be available for any emergency phone calls, put it on silent mode.

4. Computer use is not allowed (emailing, web surfing) unless it is a directed part of a classroom activity. If you need to use your computer for note taking during class please check with the instructor prior to doing so for this class.

5. Assigned grades will be consistent with CSUS grading policy as described in the course catalog.

6. All late assignments will have a minimum of a one full letter grade deduction (i.e., an assignment that might otherwise have been graded a “B” would receive a grade of “C”).

7. If you have a disability and require accommodations, you need to provide disability documentations to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with the instruction after class or during office hours early in the semester.

8. Academic Honesty Policy: Go to http://www.csus.edu/umanual/AcademicHonestyPolicyandProcedures.htm for the CSUS Academic Honesty Policy and Procedures. Per University Policy all students are responsible for:
   a) Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
   b) Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
   c) Not taking credit for academic work that is not their own.
   d) Not knowingly encouraging or making possible cheating or plagiarism by others.

Please refer to http://library.csus.edu/content2.asp?pageID=353 for a student tutorial on how not to plagiarize.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING</th>
<th>ASSIGNMENT</th>
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| 10/7 | 6. Educational Interventions (e.g., pre-referral, sp. ed.) | 1. *Best Practices in School Psychology: Student Level Services.* Rebecca S. Martinez, Chapter 1, *Best Practices in Instructional Strategies for Reading in General Education.*  
| 10/28 | 9. Hot Sheets | No Assigned Reading. |  |
| 11/11 | Veteran’s Day | No Class (Campus Closed) |  |
| 12/17 | COMPREHENSIVE FINAL EXAM (50% of final grade) (covering all lecture and assigned readings, but emphasizing psychological testing.) |  |
HOTSHEETS - ISSUES IN SCHOOL PSYCHOLOGY:

In groups of three you will prepare a “Hotsheet” on a current topic relevant to the field of school psychology. You will also be responsible for a brief presentation to the class on your topic. The presentation (including questions and discussion) should last no more than 20 minutes. Use at least three sources in preparing your Hotsheet. Some possible topics are:

- Standards and accountability in schools
- Social skills development
- Retention and promotion
- Harassment issues (gender, sexual preference, ethnicity)
- Behavioral issues
- Alternative approaches to assessment or service delivery
- Reauthorization of IDEA
- Study skills development
- School engagement

Your topic choice is not limited to the above; however, please be sure that I have a clear understanding of your topic and have given it my approval.

FIELD OBSERVATIONS:

During the first half of the course you will need to identify a school psychologist who will help you make the school-based observations listed below. You will make a minimum of 4 different observations. Below are the requirements for your visits.

1. Shadow a school psychologist (1 day, or 6 hours, before September 24th).
2. Observe a student success team (SST) and/or individual education planning (IEP) team (2 hours, before October 1st).
3. Observe an exemplary teacher’s classroom (2 hours, before October 8th).
4. Observe a resource specialist program (RSP) and/or special day class (2 hours, SDC; before October 15th).

You will be required to write a brief (2 page, double-spaced) reflection paper regarding each observation. Questions to guide your writing are provided below. Though brief, your paper should be well written (i.e., proper grammar, spelling, etc.) and typed. Points will be deducted for grammar and spelling errors. Papers will be due, on the dates noted in the schedule. On your papers, please note the location, dates, and times of your observation, as well as the name (and email address) of the school psychologist you are working with.
QUESTIONS FOR OBSERVATIONS AND PERSONAL REFLECTION PAPERS:

1. September 23rd: Shadowing a school psychologist (6 hours)
   ✓ What did the school psychologist need to know to perform the activities you observed?
   ✓ What other knowledge/skill might have been helpful?

2. September 31st: SST and/or IEP observation(s) (2 hours)
   Respond to ONE of the following questions:
   ✓ Who was not there that you think should have been and why?
   ✓ Who directed the conversation and what strategies did this person use?
   ✓ Describe the parent(s)’ role and what you think the parent(s) might have felt or been thinking.
   ✓ What information could have made this process more useful/meaningful?
   ✓ Describe one or two really effective strategies used by team members.

3. October 7th: Exemplary Teacher Observation (2 hours)
   ✓ Why do you think this teacher is considered “exemplary”?
   ✓ What theory or knowledge base supports your conclusions?

4. October 14th: RSP/SDC classroom observation (2 hours)
   ✓ What did you see as the greatest barriers to learning for these students? AND/OR
   ✓ What effective strategies did the teacher/aide use to engage students in learning?

5. November 4th: Personal Reflection
   ✓ How might your own personal cultural background (e.g., culture you were raised in) has affected your prior observations? How might your culture have shaped/influenced/colored your observations?
PORTFOLIO

The School Psychology Portfolio is used as a formative evaluation tool throughout the candidate’s enrollment in the CSUS school psychology training program. At the conclusion of the internship it is used as a summative evaluation. During the internship year a Behavior Intervention Case Study, and Academic Intervention Case Study, and a Psycho-educational Evaluation will be submitted by all interns and evaluated using criteria similar to that employed in EDS 240, EDS 243, and EDS 246A. It will also include an updated resume and the final School Psychology Internship Evaluation Form.

OUTLINE

The portfolio serves several purposes:

- First, it will provide documentation of the competencies that you have developed while in the CSUS school psychology program.
- Second, it will allow you and the faculty to note any omissions in instruction, program, or competencies.
- Third, it will help you to better understand the knowledge base and skills pertinent to your practice as a school psychologist.
- Fourth, it will be a valuable document for presenting to prospective employers your competencies and experiences.
- Fifth, it will be a useful tool as you begin your school psychology practice.

Each semester you will be expected to add to your portfolio and have it reviewed by a faculty member. At the conclusion of your course work, during the internship year, your faculty advisor and/or Internship supervisors, will need to verify that the portfolio has been completed.

There are several approaches to constructing your portfolio and each person has his or her own approach. Because your portfolio is both a personal and public document it is important that it reflect your individuality as well as meet certain standards as to content. Here are some suggestions that we have for how you might organize your portfolio.

1. Resume

2. The following sections in which you would include examples of your work that are listed on the following page. You also might include in each section a list of relevant coursework completed:
   a. Consultation
   b. Intervention
   c. Assessment
   d. Counseling
   e. Resources
   f. Research
   g. Law and Ethics

3. A list of your course work and/or a copy of your transcripts

4. Certificates/credentials/honors

5. Other items that reflect what you consider your strengths. This is a document to be proud of, so enjoy showing off your skills! For example, CASP or NASP presentations.
PORTFOLIO EVALUATION
The Portfolio must include, but shall not be limited to, the following documents
Keep this sheet in the front of your binder so that faculty can review and check off that the required documents are present.

Name: ________________________________  Advisor: ________________________________

Items initialed by instructor have been adequately met and are included in the portfolio.

Semester One: Fall semester, first year evaluation (EDS 245 instructor)
    _____ Resume (which will be updated each semester)
    _____ Developmental/Health History Questionnaire (from EDS 248)
    _____ Hotsheet (from EDS 245)
    _____ Abstract of group curriculum (from EDS 231)

Semester Two: Spring semester, first year (EDS 242A instructor)
    _____ Updated Resume
    _____ GATE evaluation (from EDS 242B)
    _____ (from EDS 242A/B)

Semester Three: Fall semester, second year (EDS 439 instructor)
    _____ Updated Resume
    _____ Psychoeducational evaluation (from EDS 243 first semester)
    _____ Assessment Resources Notebook (from EDS 244)
    _____ FAA and BIP (from EDS 240)
    _____ Academic Intervention Case Study (from EDS 246A)
    _____ Early Fieldwork in School Psychology Evaluation Form (from EDS 439)

Semester Four: Spring semester, second year (EDS 439 instructor)
    _____ Updated Resume
    _____ Disability information pamphlet (from EDS 247)
    _____ Psychoeducational evaluation (from EDS 243 second semester)
    _____ Crisis Intervention and Suicide Intervention scripts (from EDS 246b)
    _____ School Psychology Early Fieldwork Evaluation Form (from EDS 439)

Semesters Five & Six: Internship, third year (EDS 441 instructor and or Program Coordinator)
    _____ Updated Resume
    _____ School Psychology Internship Evaluation Form
    _____ Behavioral Intervention Case Study
    _____ Academic Intervention Case Study
    _____ Psychoeducational evaluation
    _____ Community Resources Directory
    _____ Selected materials (as determined by supervisor and intern)