A. Protocol

Course Name: Seminar in Professional School Psychology
Course Number: PSY 798
Credits: 3
Prerequisites: All required work in the Certification Program is to be completed prior to enrolling in this course. The course is offered in conjunction with the supervised Internship in School Psychology.
Maximum Class Size (face-to-face): 20
Maximum Class Size (online):
    (Choose which one is appropriate or both if applicable)

B. Objectives of the Course:

Special Note:

The goal of the School Psychology Program is to develop school psychologists who will function as effective problem solvers in schools. Consistent with that goal, this course partially satisfies Program requirements in the general area(s) of knowledge and skills.

Competencies Addressed:

Research – systematic problem-finding and problem-solving skills in both applied and formal research settings. This would include hypothesis testing, data analysis, drawing conclusions, and the ability to evaluate and critique existing professional research.

Professional School Psychology – knowledge of professional topics in school psychology including: the roles and functions of school psychologists in school and non-school settings; legal, professional and ethical standards; the organization and operation of schools; and diversity.

Intervention – knowledge, design, and implementation of strategies, including counseling, for behavioral or academic problems.

1) The student will analyze and discuss the field of professional School Psychology. Historical developments, current practices, issues of diversity and culture, and future trends in School Psychology will be addressed.
2) The student will discuss the changing nature of schools and the need for School Psychologists to function as problem-solvers in educational settings.

3) The student will develop competencies concerning educational programs and instructional techniques and interventions for special needs students. This includes the development of skills in the use of prescriptive teaching techniques and behavior modification procedures.

4) The student will describe and list programs for exceptional children, and the role of the School Psychologist in the identification, service delivery and development of educational programs for exceptional children.

5) The student will develop an awareness and understanding of cultural diversity and how it impacts his/her interactions with students and professionals.

6) The student will describe and discuss professional responsibilities, professional ethics, and legal issues as they pertain to the School Psychologist.

7) In their local school district, the student will conduct and write an empirically based research project, on a topic germane to school psychology.

8) The student will develop an integrated view of counseling, consultation, research, and other professional competencies of the School Psychologist.

9) The student will develop a model of the School Psychologist as a problem-solver in a variety of roles including psychological consultant and member of Mental Health teams.

C. Catalog Description:

Concepts fundamental to the practice of school psychology are discussed and evaluated in this course. A range of topics are discussed including the roles and functions of school psychologists, legal and ethical issues, the organization and operation of school systems, student diversity, and community resources. However, as this course is taken in conjunction with the internship in School Psychology, discussions tend to be dynamic and framed within the context of actual experiences encountered by interns.

D. Outline of the Course:

1) History and Trends in the Growth of School Psychology
   
a) Growth of School Psychology
b) Clinical, Child and Educational Psychology in the Schools
c) Current Status of School Psychology as a Profession
d) Socio-cultural issues in School Psychology
2) Psychological and Educational Assessment of Children
   a) A review of the variety of Psychodiagnostic Procedures
   b) Individual & Group Methods of Evaluation: Group Testing Programs
   c) Pre-School Assessment Techniques
   d) Interpretation and Reporting Procedures
   e) Multicultural issues related to assessment

3) Educational and Psychological Management
   a) The Management of Classroom Behavior
   b) Application of Behavior Modification Techniques with Children
   c) Academic Prescriptions for Regular and Special Needs Students

4) Consultation with School Personnel
   a) The Teacher-Consultant Relationship
   b) Individual and Group Consultation
   c) Psychologist's Prescriptions and Reports
   d) Multidisciplinary Team Meetings
   e) Mental Health Consultation

5) Counseling and Parent Conferences
   a) The Role of the School Psychologist as a Counselor
   b) Conducting Parent Conferences: Teacher-Parent Conferences
   c) The importance of promoting home/school collaboration
   d) Multicultural issues related to counseling

6) Research in the Schools
   a) Problems in Conducting School Research & Topics to be Researched
   b) Research on Children, Curriculum, School Environment, and Teaching Methods
   c) Research Methods Applicable to the School Setting

7) Organization and Operation of Schools
   a) The Perceptions of Other School Personnel of the School Psychologist
   b) Clarification & Delineation of Roles of School Staff Members
   c) The School Psychologist as a Behavioral Consultant & Resource Person to Social Workers, Speech and Hearing Specialists, etc.
   d) Curricular Issues (local and state guidelines)
   e) Advances in School Psychology and Emergent Technology
8) Professional Responsibilities, Ethics, & Professional Affiliations
   a) APA Code of Ethics for the Psychologist – 19 principles
   b) Aspects of the Psychologist – Client Relationship
   c) The Importance of Affiliation with Professional Organizations in Psychology and Related Fields
   d) Knowledge of laws related to the provision of educational services

9) Community Responsibilities, Agencies, Programs & Services
   a) The Need for Community Involvement & Community Action by the School Psychologist
   b) Alternate Models of Service Delivery in School Psychology

E. Teaching Methodology:

1) Traditional Classroom Methodology
   a) Lectures
   b) Classroom and small group discussions
   c) Written research paper on empirically based research project conducted in the student’s local school district. The student will present the research project in class and produce an APA style article suitable for publication.
   d) Field trips to referral agencies and community resources
   e) Films and tapes
   f) Resource personnel from related professions of counseling, social work, and special education to lecture to the class
   g) Case studies and psychological reports used for learning purposes. One case study presented in class will include a child of a diverse background, in terms of culture, ethnicity or language
   h) Prepared materials as hand-outs for the student
   i) Texts and Other Study Materials
      1. Current journals and library material
      2. Information from publications of professional organizations
2) Online Methodology
   Quality Matters™ Statement – The online course follows the standards of the Quality Matters™ rubric.

F. Text:

G. Assessment Activities:

1) Traditional Classroom Assessment
   a) Evaluation of research project
   b) Evaluation of class presentations
   c) Evaluation of participation in class discussion

2) Online Assessment

H. Accommodations for Students with Disabilities:

   **Accommodations for Students with Disabilities**

   Students with disabilities:
   • Reserve the right to decide when to self-identify and when to request accommodations.
   • Will register with the Office for Students with Disabilities (OSD) each semester to receive accommodations.
   • Might be required to communicate with faculty for accommodations, which specifically involve the faculty.
   • Will present the OSD Accommodation Approval Notice to faculty when requesting accommodations that involve the faculty.

   Requests for approval for reasonable accommodations should be directed to the Office for Students with Disabilities (OSD). Approved accommodations will be recorded on the OSD Accommodation Approval notice and provided to the student. Students are expected to adhere to OSD procedures for self-identifying, providing documentation and requesting accommodations in a timely manner.

Contact Information:
   • Location: Azorsky Hall – Room 105
   • Phone: (724) 938-5781
   • Fax: (724) 938-4599
   • Email: osdmail@calu.edu
   • Web Site: [http://www.calu.edu/current-students/student services/disability/index.htm](http://www.calu.edu/current-students/student services/disability/index.htm)
I. Supportive Instructional Materials, e.g. library materials, web sites, etc.


**Other Resources:**

*Journal in Educational and School Psychology*
*Journal of Applied Psychotherapy*
*Journal of Counseling Psychology*
*Journal of Consulting Clinical Psychology*
*Counselor Education and Supervision*
*Elementary School Guidance and Counseling*
*American Journal of Psychotherapy*
*Journal of Applied Behavioral Science*
*Journal of School Psychology*
Additional Information for Course Proposals

J. Proposed Instructors:

Any Psychology Department faculty member.

K. Rationale for the Course:

L. Specialized Equipment or Supplies Needed:

M. Answer the following questions using complete sentences:

1. Does the course require additional human resources? (Please explain)
2. Does the course require additional physical resources? (Please explain)
3. Does the course change the requirements in any particular major? (Please explain)
4. Does the course replace an existing course in your program? (If so, list the course)
5. How often will the course be taught?
6. Does the course duplicate an existing course in another Department or College? (If the possibility exists, indicate course discipline, number, and name)

N. If the proposed course includes substantial material that is traditionally taught in another discipline, you must request a statement of support from the department chair that houses that discipline.

O. Please identify if you are proposing to have this course considered as a menu course for General Education. If yes, justify and demonstrate the reasons based on the categories for General Education. The General Education Committee must consider and approve the course proposal before consideration by the UCC.

P. Provide Approval Form (electronically).

Additional Guidelines

The following are additional guidelines that you must follow which will expedite your course proposal. Failure to follow these guidelines will result in the return of the proposal to the department.

1. Be sure that your proposal is in the correct format (Guidelines for New Course Proposals) and that all questions have been completely answered.

2. Be sure that you have completed and attached the Application to Establish a New Course form and/or the Advisement Sheet Revision form and that the appropriate signatures have been affixed. Please send through the process electronically (the preferred method) or by paper. No items will be placed on the agenda until the Chair of the UCC is in possession of these forms.
3. Be sure that you include an updated advisement sheet for any course that is being required by the department or is classified as a restricted elective. In addition, you must include an electronic copy (MS Word or PDF) of the current advisement sheet(s) with your proposal. Be certain that all advisement sheets affected by the proposed course change be included with your proposal.

4. When submitting materials for consideration by the Curriculum Committee, you must provide an electronic copy of each item to be reviewed to the Chairperson.

5. All completed items must be in the hands of the Chairperson of the Curriculum Committee a minimum of one week prior to the next regularly scheduled meeting.

6. Any department requesting a course name change, number change, prefix changes, credit changes, etc. must submit this request on the Application to Establish a New Course Form and submit electronically.

7. New advisement sheets, major proposals, minors, LOCs, Certificates, or changes to advisement sheets will become effective the fall semester following committee approval. **The advisement sheets must also include the committee approval date and the effective date on the advisement page.** Submit this request on the Advisement and /or Program Changes form.

8. New courses will become effective the semester following committee approval.

9. Any references listed must be in the appropriate bibliographic format for the discipline.

10. Online courses should follow the Quality Matters™ rubric and is posted on the UCC website. Be sure that you include the online teaching methodology statement (refer E.2 above) that refers to the Quality Matters™ rubric.

11. All course objectives must follow Bloom’s Taxonomy learning domains located on the UCC website.