I. **Course Title:** Fundamentals of School Psychology  
   **Course Number:** PSY 752  
   **Credits:** 3  
   **Date of Revision:** July 2005

II. **Course Prerequisite(s):** None

III. **Catalogue Description:**

   This course is an introduction to the profession of school psychology. Topics examined revolve around the roles and functions of school psychologists. A partial list of the topics examined includes: school systems, the law and school psychology, and professional ethics. Field experiences in educational settings are required for students enrolled in the school psychology program.

IV. **Competencies Addressed:**

   **Assessment** – data collection through informal or formal procedures in a context that is responsive to the individual needs of the client.

   **Consultation** – communication (oral & written) of information in a clear, concise, client-centered manner toward the solution of a problem.

   **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.

V. **Course Objectives:**

A. The student will list and discuss the historical and sociopolitical influences that have shaped the profession of school psychology.

B. The student will compare and contrast the roles and functions of school psychologists with other school-related professionals.

C. The student will explore, analyze and discuss topical issues germane to the field of psychology.

D. The student will outline and discuss the organization and operation of a public school system, including curriculum and administrative issues.
V. **Course Objectives (continued):**

E. The student will review, analyze, and evaluate the Federal, State, and Local laws applicable to school psychology and education. In particular, the student will develop a working knowledge of the Individuals with Disabilities Education Act and its amendments.

F. The student will compare and evaluate the various assessment methods used with exceptional and non-exceptional students.

G. The student will differentiate among the various consultation strategies of importance to school psychologists.

H. The student will use ethical guidelines to determine the appropriate behavior of a school psychologist in various hypothetical situations.

I. The student will be able to apply research-based findings and psychological principles to the solution of common school problems (e.g., grade retention, learning disabilities determination).

J. The student will gain an appreciation for student diversity (e.g., physical, psychological, gender, cultural, etc.) through lecture and class discussions.

VI. **Course Outline:**

A. **Lecture Outline:**

1. Role of the School Psychologist  
   a. Historical underpinnings  
   b. Various functions of school psychologists  
   c. Interaction between the organizational setting and the role of the school psychologists

2. Organizational Issues  
   a. Structure of school systems  
   b. Supervisory models in the provision of school psychological services  
   c. Members of pupil personnel departments  
   d. Related issues (e.g. records, medical, attendance, systems level change, etc.)

3. Special Education Standards  
   a. IDEA and other federal regulations  
   b. PA regulations
VI. Course Outline (continued):

4. Issues in Consultation
   a. Consultation with parents, school personnel, & community agencies
   b. Ethics
   c. Intervention and in-service programs
   d. Cultural diversity

5. Assessment Issues
   a. Intellectual assessment: Pro and Con
   b. Curriculum-based assessment
   c. Vocational assessment
   d. Preschool assessment
   e. Special issues (e.g. learning disabilities, grade retention, group or individual procedures, etc.)
   f. Diversity (e.g., cultural, SES, etc.) and assessment

B. Practicum Experiences:

Objective:
This practicum experience is designed to help meet Program goals related to professional school psychology in regard to understanding the organization and operation of school systems, the role and function of school psychologists as well as other school personnel, and the behavior of special needs students.

Activity:
The student is required to spend a minimum of 16 hours in schools interviewing and observing school personnel and students. Time is to be allocated to these activities as follows:

a. 8 hours with a school psychologist
b. 4 hours with a member of a pupil personnel team (e.g. LEA, counselor, social worker, etc.)
c. 4 hours in special education classroom

All students are provided a standard set of questions to investigate and they must submit a summary of this experience including their personal reaction to the people and places they have visited.

Evaluation/Feedback:
The course professor, in conjunction with reports from school personnel, will evaluate the summary for completion and for insights gained and provide feedback to the student concerning this experience/performance using practicum evaluation forms.
VII. **Teaching Methodology:**

A. Lecture/discussion format

B. Class discussion concerning current and/or controversial issues in the field

C. Research papers (two)

D. Two tests (multiple choice and essay)

E. Group problem solving activities (e.g., pros and cons of IQ tests)

F. Simulations (e.g., diagnostic decision making, mock MDT)

G. Guest speakers from the field of special education

H. Internet assignments
   1. PA Dept. of Education
   2. Patton
   3. NASP & ASSP
   4. IDEA
   5. Council for Exceptional Children
   6. ADHD

I. Texts and Other Study Materials:
   1. The students will compile their own text comprised of copies of Pennsylvania laws, and research articles concerning topics related to the course outline.

VIII. **Evaluation of the Student:**

A. Tests: Two (multiple choice and short essay) (Grading Scale A = 90-100%, B = 80-89%, C = 70-79%, F = Below 70%).

B. Reports of practicum observations

C. Research papers: Two (History of School Psychology and CBA) *(See Appendix A for scoring criteria)*

D. Participation (exchanging ideas verbally or in writing) in classroom activities (i.e., group problem solving, role playing)
IX. Bibliography:


Bradley-Johnson, S. & Morgan, S.K. (2002). Best practices in planning effective instruction for students who are visually impaired or blind. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV. (pp. 1405-1418). Bethesda, MD: NASP


Fish, M.C. (2002). Best practices in collaborating with parents of children with disabilities. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV. (pp. 363-376). Bethesda, MD: NASP
IX. Bibliography (continued):


Jacob, S. (2002). Best practices in utilizing professional ethics. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV. (pp. 77-90). Bethesda, MD: NASP


IX. Bibliography (continued):


Prasse, D.P. (2002). Best practices in school psychology and the law. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV. (pp. 57-75). Bethesda, MD: NASP


Reschly, D.J. & Ysseldyke, J.E. (2002). Paradigm shift: The past is not the future. In A. Thomas & J. Grimes (Eds.), Best practices in school psychology IV (pp. 3-20). Bethesda, MD: NASP


IX. Bibliography (continued):


Title 22, PA Code, CH 14 (2001).


## APPENDIX A

### Research Paper Grading Rubric

**K. Content**

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<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Adequate</th>
<th>Poor</th>
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<tr>
<td>All information is factually correct</td>
<td>5</td>
<td>4 3 2</td>
<td>1</td>
</tr>
<tr>
<td>Excellent background, context, and idea development</td>
<td>5</td>
<td>4 3 2</td>
<td>1</td>
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<tr>
<td>Thesis is clear</td>
<td>5</td>
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<tr>
<td>Excellent variety of sources</td>
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<tr>
<td>Excellent discussion of detail</td>
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<td>4 3 2</td>
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<tr>
<td>Impressive depth of insight/analysis</td>
<td>5</td>
<td>4 3 2</td>
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<tr>
<td>Effective conclusion/integration</td>
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**Format and Style**

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<td>Correct grammar/ no spelling mistakes</td>
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<tr>
<td>Clean/legible manuscript</td>
<td>5</td>
<td>4 3 2</td>
<td>1</td>
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| Total Points                                  | Sum points to get total score. |

| Date  | 1/14/2002 |