EDCP 640 School Psychology Seminar:
Overview of the Specialty
Fall 2010

Instructor: William (Bill) Strein
Office Hours by appt.
Tuesdays 10:00 – 11:30
1210B Benjamin Bldg

The primary purpose of the two-course School Psychology Seminar series is to provide an introductory survey of school psychology as a specialty of professional psychology. This course will focus on historical trends in school psychology, conceptual underpinnings of the specialty, and examination of models of practice extant in the specialty. This seminar also serves as an orientation to the Maryland School Psychology Program. Next Fall’s EDCP 641 seminar, likely combined with the counseling psychology students, provides intensive study of ethical and legal issues and standards of practice.

Seminar Objectives - This course supports the program’s Goal 3: Students will develop identities as psychologists with a specialty in school psychology. At the completion of the Fall 2010 semester, students will be able to:
1. Identify and discuss the various conceptual models underlying school psychology practice, and discuss the diversity of functions that flow from these models.
2. Discuss the historical context of the development of school psychology.
3. Understand the organizational structure and context of the school setting.
4. Evidence knowledge of cultural and diversity issues as they apply to providing psychological services in the schools.

Seminar Organization:
A seminar format will predominate for the most part, with lectures and/or presentations by the instructor and by class members. Readings are listed to aid you in your preparation for participation in the weekly sessions. Please be prepared to engage in a lively discussion of the week's topic based on the readings and your own thoughts and experience. Evidence of preparation will be included in your grade for the seminar 20% of grade).

Shadowing:
Each student will spend a day "shadowing" each of two practicing school psychologists (2 days total). Students will then write a brief (5 pages maximum) paper summarizing and integrating their experiences. Experiences will be shared with the class as a group (25% of grade).

Orientation to Faculty Research:
The new student cohort will meet with each of the core school psychology faculty members for a one-hour dialogue with regard to research interests and opportunities. Scheduling will have been done as part of orientation.

Student Products:
1. Shadowing Report – see above – due 12/7. (20% of grade)
2. Topic Leadership – Beginning Week 5 or 6, each student will take responsibility for leading one seminar discussion. Leadership will include: (a) careful reading of all assigned materials; (b) additional background reading, as required; (c) preparation one week in advance of possible “discussion points/questions”, and distribution to seminar participants; and (d) knowledgeable discussion leadership during the seminar. (30% of grade).
3. Essential Question Research Paper – By 9/19 each student will identify a researchable “essential question” regarding the specialty of school psychology. An “essential question” is defined as one that has relevance for current or prospective school psychologists, generally, and is of intense interest to the student him/herself. The student will write a concise, graduate-level paper (15-20 pages maximum) synthesizing their research on the identified essential question, and some conclusions of the student’s as to where school psychology is going, or should be going, with reference to this topic 30% of grade). The paper must be written in correct APA style, and of the quality that would be suitable for submission to a professional journal.

Required Material:
Readings are available in full text on the ELMS (Blackboard) website (https://elms.umd.edu/).
Discussion Board Postings:

In between seminar meetings and while preparing for the seminar, students are encouraged to begin discussion “threads” and/or reply to others’ threads within the ELMS Discussion Board area. The instructor will start at least one thread per week.

Academic Integrity:

In all class work and assignments, we expect the highest personal and professional standards that reflect both the objectives of the University and our professional ethics. Proper citations, paraphrasing and proper quotations are essential in all your work. We expect that each student’s work will be consistent with the affirmation included in the University’s Code of Academic Integrity (www.inform.umd.edu/CampusInfo/Departments/JPO/).

Accommodations:

If you have a documented disability and wish to discuss academic accommodations, please see the course instructor as soon as possible.

Course Evaluation:

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, December 1 and Sunday, December 13. You can go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting December 1. By completing all of your evaluations each semester, you will have the privilege of accessing the summary reports for thousands of courses online at Testudo.

### Topics and Readings - Fall 2009

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<thead>
<tr>
<th>Date</th>
<th>Topic(s)</th>
<th>Readings</th>
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<tbody>
<tr>
<td>8/31</td>
<td>Course Overview &amp; Introduction; Early Questions about Program; Professional Organizations</td>
<td>Read Program Handbook</td>
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<td>9/7</td>
<td>Scientist-Practitioner Model</td>
<td>Peterson (2007); Belar &amp; Perry (1992); Jones &amp; Mehr (2007); Belar (2000); Nathan (2000); Peterson (2000); Stricker (2000); Huber (2007) (Recommend reading in the order listed)</td>
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<td>9/21</td>
<td>Formal Statements on School Psychology: Blueprint III; Archival Definition of the Specialty; APA Division 16 Training Standards</td>
<td>CRSPPP (2005); Phelps &amp; Teglasi (2000); Ysseldyke et al. (2006);</td>
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<td>9/28</td>
<td>Diagnostic Assessment: School Psychologists' Historic Role</td>
<td>Dowdy et al. (2009); Flanagan et al. (2008)</td>
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<td>10/5</td>
<td>Alternative Assessment Strategies: An Emerging New Assessment Role</td>
<td>Hintze (2009); Reschly &amp; Bergstrom (2009); Gravois &amp; Gickling (2008)</td>
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<td>10/12</td>
<td>Indirect Services Model: Psychologist as Consultant</td>
<td>Gutkin &amp; Curtis (2009); Gravois et al. (2009)</td>
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<td>10/19</td>
<td>Direct Services Model: Direct Interventions with Children and Families</td>
<td>Esler, Godber, &amp; Christenson (2008); Stark et al. (2009); Teglasi et al. (2007)</td>
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<td>11/23</td>
<td>School Psychology in Maryland</td>
<td>TBA</td>
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<td>11/30</td>
<td>Shadowing Reports</td>
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<td>12/7</td>
<td>Oral Reports on “Essential Question” Research</td>
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**Reading List**


