

EDCP 640 School Psychology Seminar:
Overview of the Specialty

Fall 2009

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. The concurrent EDCP 641 seminar, 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 2009 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. Preferred times are Weds. 12:15 – 1:15 at the faculty members' offices. The seminar instructor will coordinate scheduling.

Student Products:

1. Shadowing Report – see above – **due 12/8**. (25% 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. (25% of grade).
3. Essential Question Research Paper – By 9/22/09 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 and some conclusions of the student's as to where school psychology is going, or should be going, with reference to this topic (50% 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

Date	Topic(s)	Readings
9/1	Course Overview & Introduction; Early Questions about Program; Professional Organizations	Read <i>Program Handbook</i>
9/8	Scientist-Practitioner Model	Peterson (2007); Belar & Perry (1992); Jones & Mehr (2007); Belar (2000); Nathan (2000); Peterson (2000); Stricker (2000); Huber (2007) (Recommend reading in the order listed)
9/15	History of School Psychology	Fagan (2003, 2005, 2008); Merrell, Ervin, & Gimpel (2006)
9/22	Formal Statements on School Psychology: Blueprint III; Archival Definition of the Specialty; APA Division 16 Training Standards	CRSPPP (2005); Phelps & Teglassi (2000); Ysseldyke et al. (2006);
9/29	Diagnostic Assessment: School Psychologists' Historic Role	Dowdy et al. (2009); Flanagan et al. (2008)
10/6	Alternative Assessment Strategies: An Emerging New Assessment Role	Hintze (2009); Reschly & Bergstrom (2009); Gravois & Gickling (2008)
10/13	Indirect Services Model: Psychologist as Consultant	Gutkin & Curtis (2009); Gravois et al. (2009)
10/20	Direct Services Model: Direct Interventions with Children and Families	Esler, Godber, & Christenson (2008); Stark et al. (2009); Teglassi et al. (2007)
10/27	Population-Based School Psychology	Strein, Hoagwood & Cohn (2003); Strein & Koehler (2008)

Date	Topic(s)	Readings
11/3	Multicultural Issues in the Delivery of School Psychological Services	Miranda, 2008; Ortiz et al. 2008; NASP (2006)
11/10	School Psychologists as Researchers	Keith (2008); Strein, Cramer, & Lawser. (2003).
11/17	Future of School Psychology	Curtis, et al. (2004); Ehrhardt-Padgett, et al. (2004)
11/24	School Psychology in Maryland	TBA
12/1	Shadowing Reports	
12/8	Oral Reports on “Essential Question” Research	

Reading List

- Belar, C. D. (2000). Scientist-practitioner ≠ science + practice: Boulder is bolder. *American Psychologist*, 55, 249-250.
- Belar, C. D., & Perry, N. W. (1992). National conference on scientist-practitioner education and training for the professional practice of psychology. *American Psychologist*, 47, 71-75.
- CRSPPP (2005). *Archival Description of School Psychology*. Washington, DC: APA.
- Curtis, M. J.; Grier, J. E. C.; Hunley, S. A. (2004). The changing face of school psychology: Trends in data and projections for the future. *School Psychology Review*, 33, 49-66.
- Dowdy, E., Mays, K. L., Kamphaus, R. W., & Reynolds, C. R. (2009). Roles of diagnosis and classification in school psychology. In C. R. Reynolds and T. B. Gutkin (Eds.), *Handbook of School Psychology*, 4th Ed. (191-209). New York: John Wiley.
- Ehrhardt-Padgett, G. N.; Hatzichristou, C.; Kitson, J. (2004). Awakening to a new dawn: Perspectives of the future of school psychology. *School Psychology Review*, 33, 105-114.
- Esler, A. N., Godber, Y., & Christensen, S. L. (2008). Best practices in supporting home-school collaboration. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology V* (p. 917-936). Bethesda, MD: NASP.
- Fagan, T. K. (2003). School psychology. In I.B. Weiner (Series Ed.) & D. K. Friedman (Vol. Ed.) *Handbook of psychology: History of psychology* (pp. 413-429). Hoboken, NJ: John Wiley.
- Fagan, T. K. (2005). The 50th anniversary of the Thayer Conference: Historical perspectives and accomplishments. *School Psychology Quarterly*, 20, 224-251.
- Fagan, T. K. (2008). Trends in the history of school psychology in the United States. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology V* (p. 2069-2085). Bethesda, MD: NASP.
- Flanagan, D. P., & Oritz, S. O., Alfonso, V., & Dynda, A. M. (2008). Best practices in cognitive assessment. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology V* (p. 633-659). Bethesda, MD: NASP.
- Gravois, T. A., & Gickling, E. E. (2008). Best practices in instructional assessment. . In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology IV* (p. 503-518). Bethesda, MD: NASP.
- Gravois, T. A., Groff, S., & Rosenfield, S (2009). Teams as value-added consultation services. In C. R. Reynolds and T. B. Gutkin (Eds.), *Handbook of School Psychology*, 4th Ed. (808-820). New York: John Wiley.
- Gutkin, T. B., & Curtis, M. J. (2009). School-based consultation: The science and practice of indirect service delivery. In C. R. Reynolds and T. B. Gutkin (Eds.), *Handbook of School Psychology*, 4th Ed. (p. 591-635). New York: John Wiley.
- Hintze, J. M. (2009). Curriculum-based assessment. In C. R. Reynolds and T. B. Gutkin (Eds.), *Handbook of School Psychology*, 4th Ed. (397-409). New York: John Wiley.
- Huber, D. R. (2007). Is the scientist-practitioner model viable for school psychology practice? *American Behavioral Scientist*, 50, 778-788.
- Jones, J. L, & Mehr, S. L. (2007). Foundations and assumptions of the scientist-practitioner model. *American Behavioral Scientist*, 50, 766-771.
- Keith, T. Z. (2008). Best practices in using and conducting research in applied settings. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology V* (pp. 2165-2175). Bethesda, MD: NASP.
- Merrell, K. W., Ervin, R.A., & Gimpel, G. A. (2006). *School Psychology for the 21st Century*, chap, 2, pp. 21-41.
- Miranda, A. H. (2008). Best practices in increasing cross-cultural competence. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology V* (pp. 1739-1750). Bethesda, MD: NASP.
- Nathan, P.E. (2000). The boulder model: A dream deferred – or lost. *American Psychologist*, 55, 250-252.

- NASP (2006). *Culturally Competent Practice*. Website: www.nasponline.org/resources/culturalcompetence/index.aspx . Bethesda, MD: Author. (Read parts of interest to you. [FYI: UM graduate Arlene Silva, major author])
- Ortiz, S. O., Flanagan, D. P., & Dynda, A. M. (2008). Best practices working with culturally diverse children and families. . In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology IV* (pp. 1721-1738). Bethesda, MD: NASP.
- Peterson, C. A. (2007). A historical look at psychology and the scientist-practitioner model. *American Behavioral Scientist, 50*, 758-765.
- Peterson, D. R. (2000). Scientist-practitioner or scientific practitioner. *American Psychologist, 55*, 252-253.
- Phelps, L., Teglas, H., and others (2000). *School psychology training standards*. APA Division 16 unpublished document.
- Reschly, D. J., & Bergstrom, M. K. (2009). Response to intervention. In C. R. Reynolds and T. B. Gutkin (Eds.), *Handbook of School Psychology, 4th Ed.* (434-460). New York: John Wiley. Needs scanning.
- Stark, K.D., Hargrave, J., Gerber, B., Fisher, M., Hamilton, A. (2009). Conducting evidence-based interventions in the Schools. In C. R. Reynolds and T. B. Gutkin (Eds.), *Handbook of School Psychology, 4th Ed.* (636-654). New York: John Wiley.
- Strein, W., Cramer, K., & Lawser, M. (2003). School psychology research and scholarship: USA status, international implications. *School Psychology International, 24*, 421-436.
- Strein, W., Hoagwood, K., & Cohn, A. (2003). School psychology: A public health perspective I, Prevention, populations, and systems change. *Journal of School Psychology, 41*, 23-38.
- Strein, W. & Koehler, J. (2008). Best Practices in developing prevention strategies for school psychology practice. In A. Thomas and J. Grimes (Eds.), *Best Practices in School Psychology V.* (pp. 1309-1322). Bethesda, MD: NASP.
- Stricker, G. (2000). The scientist-practitioner model: Gandhi was right again. *American Psychologist, 55*, 253-254.
- Teglas, H., Rahill, S.; & Rothman, L. (2007). A story-guided peer group intervention for reducing bullying and victimization in schools. In J. E. Zins, M. J. Elias and C. A. Maher (Eds.). *Bullying, victimization, and peer harassment: A handbook of prevention and intervention.* (pp. 219-237). New York: Haworth Press.
- Tanner, P. L., & Danielson, M. L. (2007). Components necessary for the preparation of the scientist-practitioner. *American Behavioral Scientist, 50*, 772-777.
- Ysseldyke, J., Burns, M., Dawson, P., Kelley, B., Morrison, D., Ortiz, S., Rosenfield, S., & Telzrow, C. (2006). *School Psychology: A Blueprint for Training and Practice III*. Bethesda, MD: NASP.