

**Department of Counseling, Educational Leadership and School Psychology
Feinstein School of Education and Human Development
Rhode Island College**

CEP 603
Edit 2/2011

CEP 603 faculty fall 08 to fall 10			
	Holtzman, Elizabeth	Full time	Ph.D

Prerequisites Matriculation in CAGS program in School Psychology

Required Reading Jones, J.M. (Ed.) (2009). *The Psychology of Multiculturalism in the Schools: A primer for training, practice, and research*. Bethesda: National Association of School Psychologists.

Jacob S., & Hartshorne, T. S. (2007). *Ethics and law for school psychologists (5th ed.)*. New York: John Wiley & Sons.

Chalk & Wire code (RIC bookstore)

Disseminating Evidence-Based Practice for Children and Adolescents: A Systems Approach to Enhancing Care
www.apa.org/pi/cyf/evidence.html

Selected articles posted on blackboard

Course Description:

Designed for students in school psychology, this course covers foundations of school psychology, roles and functions of psychologists in schools, professional standards and ethics, realities of practice, vital issues for the profession, best practices, and promising directions.

Relationship of Course to the School Psychology Program and Conceptual Framework of the Feinstein School of Education and Human Development

This is the first professional course in the CAGS program in school psychology. Students usually enroll in the course during the second semester of the school psychology training sequence. It offers students an overview of current issues, roles and functions, ethics, and professional practice.

The guiding principle of the course is to develop students into *reflective practitioners* who plan, analyze, and reflect on their experiences as school psychologists-in-training. The course aims to provide a foundation for best professional practice by *increasing knowledge about and critical analysis of issues* in the school psychology profession. This goal is achieved by providing students with theoretical and practical grounding in the delivery of school psychological services, by sensitizing them to issues of *diversity*, and by reflecting on *ethical, legal, and professional* conduct issues for school psychologists.

Course Goals and Objectives:

Upon completion of this course it is expected that students will be able to:

1. *demonstrate knowledge* of the history of school psychology, and be able to *identify and discuss* current issues and trends in school psychology
2. *demonstrate knowledge of service delivery models in schools related to general education, special education and mental health prevention.*
3. *demonstrate knowledge* of ethical and legal issues pertinent to the practice of school psychology,
4. *know* the 11 NASP Standards for Training and 6 Professional Work Characteristics related to your training and the practice of school psychology
5. *observe and analyze* the daily routines of an experienced school psychologists as related to the 11 NASP Standards for Training and 6 Professional Work Characteristics
6. *utilize technology* in preparation and presentation of course requirements,
7. *understand and discuss* issues related to diversity and the practice of school psychology
8. *work cooperatively* with a colleague in preparation and presentation of an issue related to diversity in school psychology,
9. *comprehend and discuss* issues related to assessment, intervention, and the use of science and research in school psychology
10. *reflect* upon own developing identity as a school psychologist
11. *create* a cohort-based web site to house resources, knowledge and ideas in order to provide foundation to build this school psychology “tool box” throughout the program

Course Requirements

Professional Mission Statement

A detailed, critical analysis of your developing professional identity. Points to be addressed include:

- a. Your *primary theoretical orientation* and how this will influence your practice of school psychology.
- b. *Anticipated roles & functions* as a future school psychologist.
- c. *Personal strengths and weaknesses* as related to these anticipated *roles and functions*.
- d. Strengths and weaknesses related to *NASP's Professional Work Characteristics*
- e. Personal goals for continuing to develop strengths and *action plan* for attending to weaknesses.

Case law brief

Each student will be assigned a case relevant to school psychology. A 2 page brief highlighting the case history, current status and implications for practice will be written and shared with the class on the cohort tool box via wetpaint site (details will be provided in class)

Diversity in school psychology presentation

Students will work in small groups on a pertinent issue related to diversity in school psychology to be presented in class. Information will be posted on cohort tool box via wetpaint page (details will be provided in class)

Life of a school psychologist e-Portfolio

Each student will analyze the daily routines of a school psychologist. You will be paired with a school psychology intern who is supervised by an experienced school psychologist (practicing at least 3 years). A minimum of 3 hours of observation and interview is required. A portfolio of your experiences will be compiled and submitted electronically. This will include:

- a. *Description* of the demographics related to the schools and “shadowed” school psychology intern. (Feel free to include any handouts, pamphlets, school calendars, etc... obtained on your visits.)
- b. *Observations* of the 11 NASP Standards of Training in practice being applied by the school psychology intern.
- c. *Observations* of the application of 6 Professional Work Characteristics by the shadowed school psychology intern
- d. *Evaluation* of the different roles and functions of the observed school psychology intern in light of trends in the field.
- e. *Concluding reflection.* (i.e., How has this experience affected your perception of the profession of school psychology?)

***Please do not use the real names of those observed in the schools (whether they be students, school psychologists, or any school staff) in discussions or writings.**

Exams

There will be 2 announced exams during the semester. These will include multiple choice and short answer questions. The final exam will also include mc and short answer questions. It will be a cumulative exam given during finals period.

Professional Conduct

In the classroom, professional conduct includes coming to class well prepared and actively contributing. Your written work and class input should be thoughtful, clear, and respectful. You should be open to feedback as well as be responsive to peers. Another important aspect of professional conduct is demonstration of time management and responsibility. To that end, assignments will be expected to be on time. The acceptance of late work/make up work will be determined on a case by case basis.

Course Evaluation

Professional Mission Statement	10 points
Case Law Brief	5 points

Diversity in School Psychology Presentation	10 points
e-Portfolio	20 points
Exams (2 @ 15 points each)	30 points
Final Exam (cumulative)	20 points
Professional conduct	<u>5 points</u>
	100 points
A 93-100	C+ 79-77
A- 92-90	C 76-73
B+ 89-87	C- 72-70
B 86-83	D 69-65
B- 82-80	F 64 and below

Please note:

- *Academic dishonesty, including plagiarism and/or the use of other students' work, will not be tolerated and will result in a failure for the class grade. Please see final page of the syllabi for more detailed information on the RIC policy on academic honesty.*
- *RIC seeks to provide reasonable accommodations for all individuals with documented disabilities. If you are seeking classroom accommodations under the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, or other applicable federal, state or local laws, you are required to register with the Student Life Office. The S.L.O. is located in Room 127 in Craig-Lee Hall, phone#456-8061. If you have any questions regarding this, please feel free to meet with me.*

Alignment of Course Requirements with...

<i>Performance Assessment</i>	<i>Conceptual framework</i>	<i>NASP Standard</i>	<i>Course outcomes</i>
Professional Mission Statement	Knowledge 4 Practice 3	2.8, 2.10	2, 4, 7, 9, 10
In class exams (2)	Knowledge 1, 3, 4	2.1-2.10	1, 3, 9
Final Exam	Knowledge 1, 3, 4	2.1-2.10	1, 3, 9
Case Law Brief	Knowledge 1, 4 Practice 4	2.10	1, 2, 3, 7, 9
Life of a school psychologist e-portfolio	Knowledge 4 Practice 2,3, 4	2.1-2.10	2, 4, 5, 6, 10
Diversity in School Psychology Presentation	Knowledge 1,2 ,3 Practice 1, 2, 3	2.8, 2.10	2, 7, 8

Background Criminal Investigation

A current Background Criminal Investigation (BCI) is required for all individuals who are enrolled in the Feinstein School of Education and Human Development courses that require contact with children/youth. A current, valid copy of the original BCI must be in your possession anytime you are in a school (or agency) setting that involves working with children/youth. You must also submit a copy to:

Office of the FSEHD Dean
Rhode Island College
105 Horace Mann Hall
Providence, RI 02908

More information is on the RIC website at <http://www.ric.edu/fsehd/>

Chalk and Wire

FSEHD has adopted Chalk & Wire as its data collection and assessment system. All students admitted to the Feinstein School and/or enrolled in any education course are required to purchase a Chalk & Wire electronic code at the RIC bookstore. The Chalk & Wire electronic code purchase is a required one-time textbook purchase. This code allows students to access Chalk & Wire for a four year period while enrolled at RIC. The electronic code is a personal code and cannot be exchanged among students. Students receiving financial aid may use their financial aid to purchase the Chalk & Wire code.

Chalk & Wire allows students to submit assignments electronically and receive electronic feedback from Education course instructors. Students also have the opportunity to create personal portfolios on Chalk & Wire. To assist students with this transition, instructions about how to use the Chalk & Wire system will be available in one or more of their education courses.

EMAIL AS OFFICIAL COMMUNICATION WITH STUDENTS

In fall 2009, Rhode Island College adopted a policy stating that “RIC email accounts will be used as an official form of notification to RIC students.” This policy was endorsed by the Council of Rhode Island College in October. Therefore, when communicating with RIC students, faculty, staff, departments, and offices will only use those email addresses officially assigned to students by the college. This includes course announcements as well as department notices, newsletters, etc. Please check your RIC email account regularly or update your forwarding options accordingly.

ACADEMIC STANDARDS:

Academic integrity is the foundation of the academic community. Students who violate College rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the College. Academic dishonesty includes cheating, plagiarism, fabrication, collusion, deception, sabotage and multiple submissions. Please see the College Handbook for more information.

http://www.ric.edu/administration/pdf/College_handbook_Chapter_3.pdf

All assignments will adhere to APA style and follow English grammar and usage customs