

PSYCHOLOGY 6450

INTRODUCTION TO SCHOOL PSYCHOLOGY

Fall 2007

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Readings and Resources

Required Reading:

Merrell, K. W., Ervin, R. A., Gimpel, G. A. (2006). *School psychology for the 21st century: Foundations and practices*. New York: Guilford.

Graduate Student Handbook for year 2007-2008.

Other Suggested Readings:

These texts may be used as general references on issues in school psychology.

Reynolds, C. R., & Gutkin, T. B. (Eds.) (1999). *The handbook of school psychology* (3rd ed.). New York: Wiley.

Thomas, A., & Grimes, J. (Eds.) (2002). *Best practices in school psychology - IV*. Washington, DC: National Association of School Psychologists.

Helpful websites:

National Association of School Psychologists (www.nasponline.org)
Utah Association of School Psychologists (www.utahschoolpsychology.org)
School Psychology Resources Online (www.schoolpsychology.net)

Course Description

This course will present an introduction to the field of school psychology. Roles of school psychologists and current issues in school psychology will be discussed. In

addition, key agencies providing services to children and families will be identified and discussed. Also to be covered are USU requirements for completing the school psychology program, including guidelines for writing a thesis / Plan B paper. This course will be conducted in a seminar format with all students, the instructor, and outside speakers contributing equally to class discussions.

Course Objectives

- 1) Students will become familiar with what a school psychologist is and what a school psychologist does.
- 2) Students will gain an understanding of how a school psychologist functions within the public school setting.
- 3) Students will gain an understanding of the history of school psychology as well as some of the current issues in the field of school psychology.
- 4) Students will gain an understanding of the function of key agencies in the state of Utah which provide services to children and families, particularly those with special needs.
- 5) Students will understand the rules and regulations regarding completion of the school psychology program at Utah State University.
- 6) Students will become knowledgeable about the process of writing a thesis / Plan B paper. Focus in this class will be on developing an idea and Problem Statement.

Course Requirements

- 1) Students are expected to attend class and actively participate in all discussions.
- 2) Students are expected to have read all assigned readings prior to class and be prepared to discuss these readings. Assignments related to the readings will be required for certain class periods and will be given one week ahead of time.
- 3) Each student will be assigned a state agency to contact. Students will inquire about the populations served, services available, intake procedures, etc. This information will be presented and discussed in class.
- 4) School psychologists from the community will be invited to speak to the class. Each student should have a list of at least three questions prepared to ask each speaker.
- 5) Students are expected to complete a working problem statement for their thesis / Plan B paper.

Grading

Class participation (including attendance), reading assignments, questions for speaker presentations, agency information / presentation, and the written problem statement will contribute to your final grade in the following way:

Class participation	25%
Reading Assignments	25%
Speaker Questions	20%
Key Agency Report	20%
Problem Statement	10%

Final Grades will be assigned based on the following criteria:

A	=	93-100%	C+	=	77-79%
A -	=	90-92%	C	=	73-76%
B+	=	87-89%	C-	=	70-72%
B	=	83-86%	D	=	60-69%
B-	=	80-82%	F	=	below 60%

Tentative Class Schedule

This schedule may change depending on speaker availability. Any changes will be announced at least one week prior to class.

<u>Date</u>	<u>Topic</u>	<u>Assignment</u>
August 28	Introduction	Chapter 1
September 4	History	Chapter 2
September 11	Becoming / Working as a School Psych	Chapters 4 & 5
September 18	Program Requirement Overview	Handbook
September 25	School Psychs	
October 2	School Psychs	
October 9	School Psychs	
October 16	Plan B / Thesis Discussion	
October 23	Problem Solving & Assessment	Chapters 7 & 8
October 30	School Psychs	
November 6	School Psychs	
November 13	School Psychs	
November 20	Intervention / Prevention	Chapters 9 & 10
November 27	Agency Discussion	Agency Information
December 4	Wrap-Up	Chapter 13