

Contemporary Issues in Diversity, Families and Schools

PSYC 619, Section 001, 3 credit hours

Spring 2016

Monday

9:00-11:45

209 Owens Hall

Dr. Antigo Martin-Delaney

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Office Hours: Monday (12:00-3:00), Tuesday (9:00-12:00), Wednesday
by appointment only

114-A Kinard

Ph. Ext 2629

Primary Text:

Walsh, F. (Ed.). (2012). *Normal Family Processes: Growing Diversity and Complexity 4th Edition*. New York: The Guilford Press.

Supplemental Readings:

Amatea, E.S. (2013). *Building Culturally Responsive Family-School Relationships, 2nd Ed.* Boston, MA: Pearson. [Selected readings will be posted on Blackboard]

Weiss, H. B., Lopez, M. E., Kreider, H. & Chartman-Nelson, C. (2014). *Preparing Educators to Engage Families, 3rd Ed.* Los Angeles, CA: Sage. [Selected readings are posted on Blackboard; do not purchase this book.]

(*Additional materials/readings will be uploaded on Blackboard for use during this class. All students will access the Blackboard site and retrieve these materials during the semester as directed)

Useful Websites:

www.nccrest.org

National Center for Culturally Responsive Educational Systems

www.contemporaryfamilies.org

Council on Contemporary Families

www.ncfr.org

National Council on Family Relations

www.childstats.gov

Federal Interagency Forum on Child and Family Statistics

www.urban.org/immigrants

The Urban Institute: Immigrants

www.nilc.org

National Immigration Law Center

www.jcpr.org

Joint Center for Poverty Research

<http://pewhispanic.org>

Pew Hispanic Center

www.census.gov/newsroom/minority_links

Minority Links for Media by US Census Bureau

www.nclr.org

National Council of LA Raza

www.stepfamilies.info

National Stepfamily Resource Center

<http://pbskids.org/itsmyfamily/divorce>

It's My Family website funded by PBS

www.fatherhood.org

National Fatherhood Initiative

www.casey.org

Casey Family Programs

www.datatool.urban.org/charts/datatool

Urban Institute's Children of Immigrants Data Tool

Course Description:

The children and families that walk through the doors of America's schools each fall are very different from those of the 1950s, yet many individuals setting policies for public education and working in schools continue to hold to monolithic ideas that conceive of families in "idealistic ways". This course is designed to challenge the conventional views of family and diversity. A major goal of this course is to help school psychology graduate candidates understand that families are diverse. School psychologists need to understand the role of families and family engagement in children's school success, as well as their own role in building school-family partnerships using strategies that are evidence-based, sustainable and most of all culturally responsive. Conceptually, this course should stretch and develop each graduate candidate's diversity consciousness and sensitivity.

This course will: (a) examine the shifting concept of 'family'; (b) review theories for understanding family structures and relationships; (c) explore how race, class and gender interact to produce various familial relationships; (d) look at emergent family trends, and (e) examine evidence-based strategies for building culturally responsive family-school relationships, strengthen student academic engagement and increase parent involvement across school levels.

Candidate Learning Objectives:

At the end of this course, candidates will have acquired:

1. Enhanced diversity consciousness (awareness, understanding, and ability to interpret events through different cultural lenses).
2. Increased ability to think critically and adapt to the changing landscapes of schools, including diversity related to ethnicity and race, religion, gender, cultural and linguistic issues, and socioeconomic influences.
3. Knowledge of theories, research related to family systems, strengths, needs, and culture.
4. Increase knowledge of different family structures, including but not limited to, adoptive families, single parent households, immigrant families, blended/stepfamilies, children of incarcerated parent families, and families headed by gay or lesbian parents.
5. Enhanced collaboration and partnerships building skills with diverse families to improve educational and mental health outcomes for children and youth.
6. In conjunction with PSYC 618 and 621, skills to design, implement and evaluate school psychological services that facilitate family-school partnerships that enhance academic and social-behavioral outcomes for all children.

Course Requirements:

- **Case Study Analysis Discussion:** Beginning the 8th week of class, working in teams, candidates will be assigned a case study to analyze from the ecological theoretical perspective. Each case study requires the examination of the multiple contexts of children's and families lives and how their interactions across various environments (school, community service provider, etc.) and people

outside of the family (teachers, school psychologist, mental health workers, DSS, etc.) can either help or hinder positive educational outcomes across the K-12 curriculum.

- **Written Analysis:** Guidelines are posted on Blackboard to guide your analysis. A guided practice case study analysis activity is scheduled. The written analysis for grading must be posted to Blackboard by due date on syllabus.
- **Reanalysis Discussion:** Each team **will have 40 minutes** to lead the class in a discussion of their case and lead their peers through a reanalysis of the case.
 - To accomplish the team's responsibility to prepare set of discussion questions based on their own analysis that will effectively frame the discussion of the case. [You may not use the question provided with your case or any variation of those questions.]
 - **A minimum of six (6) questions must be prepared. All questions must be open-ended, clearly articulated and require the analysis and synthesis of information rather than recitation of basic facts of the case. This is to an interactive discussion session between you and the class.**
 - Peers are required to read the cases to be discussed prior to class each week. Come to class prepared to answer questions and reanalyze each case.
 - Team Written Analysis is worth 50 points [10% of final grade]
 - Team Led Reanalysis Discussion Session is worth 20 points [5% of final grade]
 - Peer Participation in Reanalysis is worth 10 points [4% of final grade]
- **Graded Activities:** Across the semester four (4) graded exercises/activities will be assigned to assist candidates enhance their diversity consciousness. These exercises/activities will be a mixture of in class and outside of class assignments. Some will require teamwork, while others will be individual tasks.
 - Each exercise/activity is worth 10 points [4% of final grade]
- **In-depth Research and Presentation:** In an effort to broaden candidates' perspective and knowledge of family diversity, each candidate will research one of the following:
 1. Recent immigrant families—effective are schools meeting their needs?
 2. Native American/American Indian families—how culturally responsive are schools to their needs?
 3. Middle Eastern, non-Christian families, responding to religious diversity in schools
 4. Children of incarcerated parents—What are schools doing for these children and their parents?
 5. African American Fathers and their children, do schools ignore them?
 6. Gay and Lesbian couples with children and school responsiveness

Requirements:

Conduct updated research on: demographic characteristics (including geographic and historical data, religious origins, and language origins as appropriate, etc.), cultural customs & religious practices as appropriate (specifically those that differ from Judo-Christian theology and practices), and specific education related issues facing these parents/families as their children

enter school; contemporary life (values, lifestyle, family structure/roles/relationships, child rearing, cultural preferences); cultural customs and courtesies (greetings, verbal interaction/conversation, nonverbal behavior).

Your presentation must also include evidence-based recommendations to assist school psychologists and other school personnel working with your particular family arrangement. *As you select strategies and programs to recommend, give special attention to those that promote parent engagement and improve parent involvement in decision-making process resulting in positive educational outcomes for children and youth. Also, look for strategies that help develop family-school relationship with diverse families.* (**NOTE:** Please avoid broad generalizations about group membership and characteristics and generic recommendations for working with these families—there are evidence-based practices available. Use your research skills and find them.)

- **Develop and lead a 120-minute presentation** of their research (this includes the development of PowerPoint slides). **90-minutes** of that time must be devoted to presenting information, with the remaining **30-minutes** allotted to a **structured activity** linked to the family arrangement under discussion. While imitation is considered a sincere form of flattery, you may not copy a peer's activity. Be creative and come up with one of your own.
- **Select and assign two (2) readings** on your research area: readings must be from recent journals (2009 to present). These will serve as the assigned readings for the class. **Readings must be selected and shared (via email) with the professor and peers two (2) weeks prior to the date assigned for the candidate to lead their session.** The professor will post these readings on Blackboard (no need to provide hard copies to anyone) for easy access.
- **Develop 1-page Family Fact Sheet (may use both sides of one sheet of paper)** on your family arrangement (highlighting important facts/issues/ resources, etc.) that would be useful to school personnel. Limited the graphics that take up space. Must cite sources for all factual information presented Fact Sheet.
- **Annotated bibliography:** The annotated bibliography must include:
 - Minimum of 20 references: 10 from journals and the remainder may be websites, books or popular press sources
 - Citations are to be typed and formatted using the most recent edition of the APA Publication Manual
 - Each citation is to include a short 1-2 paragraph annotation providing an overview of the journal/book/magazine or information available from the website
 - All citations must be recent (nothing earlier than 2009); websites must include complete URL address
- **Develop two (2) scenario/vignette-based questions** for possible inclusion on the final exam: Each question should begin with a short, relevant scenario/vignette and include two questions per scenario/vignette that require peers to critically think, analyze, synthesize and integrate information from your presentation in order to answer appropriately. *[Questions and optimal answers are to be emailed to professor the day before your presentation. They are not to be distributed to peers.]*

- Presentation/Activity is worth 100 points [30% of final grade]
- Annotated Bibliography is worth 25 points [12% of final grade]
- Family Fact Sheet is worth 15 points [5% of final grade]

➤ **Exams:** there will be two (2) scheduled exams given during the semester (mid-term and final). Each exam will be essay in format and require candidates to integrate and apply knowledge acquired through assigned readings, class presentations and class discussions/activities. Exams will be uploaded and taken within Blackboard. Both have restricted time access of 2 hours, 45 minutes.

- **Each candidate must specify the date and time he/she wants to take the mid-term during the week indicated on the syllabus.** Blackboard will be set to make the mid-term available on the day and time requested by each candidate. Responses to questions directly into Blackboard and cannot upload responses typed external to the Blackboard window.
 - This exam is worth 75 points [15% of final grade]
- **The final exam will be given on the date assigned by the university and will be post to Blackboard.** The final exam will be composed of candidate-developed questions and one professor develop question and will be similar in format to the mid-term. Responses to questions directly into Blackboard and cannot upload responses typed external to the Blackboard window.
 - This exam is worth 75 points [15% of final grade]

Grade Components

Assignment	Points	% of Final Grade
Graded Activities (4 total)	10 each	4
Team Case Study Written Analysis	50	10
Team Reanalysis Discussion	20	5
Participation in Reanalysis Discussion	10	4
Candidate Led Session	100	30
Family Fact Sheet (1 page)	15	5
Annotated Bibliography	25	12
Mid-term Exam	75	15
Final Exam	75	15
		100%

Final Grading Scale

Grade	Description	% (weighed)
A	Quality of work is superior; student not only demonstrates high achievement but also superior intellectual initiative beyond the objectives of the course; superior test performance; consistent superior performance across all work and tests.	95 - 100
A-	Quality of work is excellent; candidate demonstrates either high achievement (by going beyond the requisites of the course) or surpasses expectations for a candidate at this level; clearly demonstrates knowledge and	90 - 94

	competence beyond course requirements exceptional analytical thinking and oral discourse during class discussions	
B+	Quality of work is above average; candidate demonstrates clear understanding of the material and work is proficient and relatively free of errors; above average tests performance; good analytical thinking and oral discourse during class discussions	87 - 89
B	Quality of work is good; candidate has requisite understanding of the material; a few flaws in applying, integrating concepts/information; good participation in oral discourse; good tests performance.	84 - 86
B-	Quality of work is acceptable, but limited conceptual understanding of the material/issues was demonstrated; participation in class discourse was somewhat limited; low average test performance.	80 - 83
C+	Quality of work is adequate, but demonstrated some conceptual misunderstanding of the material/issues; some difficulty integrating information; and/or average performance on assignments, tests and presentation.	77 - 79
C	Quality of work is adequate, but difficulty discussing issues with any detail. Limited integration of information/concepts during discourse or on tests, lower than expected performance across requirements for a candidate at this level.	74 - 76
C-	Quality of work is marginal; some limited, superficial understanding and integration of issues/concepts knowledge demonstrated; adequate performance on assignments; low/below average performance during presentation and on tests.	70 - 73
F	Quality of work is unacceptable; conceptual errors greatly exceed those of peers; has not effectively integrated concepts and information presented/discussed at expected level during discourse presentations or on tests; poor performance on majority of assignments.	Below 70%

Students with Disabilities

If you have a disability and need instructional accommodations, please contact the Office of Disabilities Services (ODS), at 323-3290 as soon as possible. Once you have your “professor notification letter”, please come and talk with me so that I am aware of your accommodations well before the first test/paper/assignment.

Academic Integrity

All PSYC 619 candidates should demonstrate personal and academic integrity. All forms of academic misconduct will be handled in accordance with the Student Conduct Code and the University

Undergraduate Catalog. For a comprehensive overview of the conduct code students go to www2.winthrop.edu/studentaffairs/judicial/judcode.htm.

Tentative Course Schedule

Date	Topic	Required Reading/Assignments
Jan. 11	Introduction to course: <ul style="list-style-type: none"> • Shifting Concept of Family • Families by Design 	<u>Reading assignments:</u> <ul style="list-style-type: none"> ▪ Syllabus ▪ Text: Ch. 1, 2, ▪ Shriver Report pp. 360-370 [posted on Blackboard] <u>Graded Activity 1: (Outside of class)</u>
Jan. 18*	No Class (MLK Holiday)	
Jan. 25	Theories for Understanding Families	<u>Reading assignments:</u> <ul style="list-style-type: none"> ▪ Text: Ch. 16, 18 ▪ Weiss: Theoretical Perspective Readings [posted on Blackboard]
Feb. 1	Lost at school: Young African American Males {examination through film} <ul style="list-style-type: none"> • Macro forces • Race, gender, and family 	Assignment due: Graded Activity 1 <u>Reading assignments:</u> <ul style="list-style-type: none"> ▪ Text: Ch. 12 ▪ Bonner, et al. [posted on Blackboard] ▪ Whiting [posted on Blackboard]
Feb. 8*	No Class (NASP NEW ORLEANS, LA) (Research Day)	
Feb. 15	Developing Cultural Consciousness <ul style="list-style-type: none"> • Characteristics of culturally responsive schools • Developing Cultural Consciousness <u>Graded Activity 2 (in class)</u> 	<u>Reading assignments:</u> <ul style="list-style-type: none"> ▪ Text: Ch. 11, 15, 20 ▪ Hawley & Wolf [posted on Blackboard]
Feb. 22	Connecting with Families: <ul style="list-style-type: none"> • Family engagement in education • Guided case study analysis demonstration 	<u>Reading assignments:</u> <ul style="list-style-type: none"> ▪ Text: Ch. 9, 14 ▪ Shriver Report: Preface-112 [posted on Blackboard]
Feb. 29	Increasing Educational Involvement <ul style="list-style-type: none"> • Teaming with diverse members <u>Graded Activity 3 (in class)</u> • Case study 1 Reanalysis: • Case study 2 Reanalysis: 	<u>Reading assignments:</u> <ul style="list-style-type: none"> ▪ Text: Ch. 4, 6 Harvard Family Research Project—selected readings [posted on Blackboard]

		Assignment due: Written Case study analysis
Mid-term Exam Week of March 7th (see Dr. MD to schedule)		
Mar. 7	Undocumented Families <ul style="list-style-type: none"> • Children in the Aftermath of Immigration Enforcement • Case study 3 Reanalysis: 	<i>Graded Activity 4</i> (outside of class) <u>Reading assignments:</u> <ul style="list-style-type: none"> ▪ Text: Ch. 13 ▪ "Unauthorized Immigrant Parents and Their Children's Development" [posted on Blackboard] ▪ Shriver Report pp. 114-122 [posted on Blackboard]
Mar. 14* Spring Break (No Class)		
Mar. 21	Candidate Led Session 1: <ul style="list-style-type: none"> ▪ Topic: 	<u>Reading assignments:</u> <ul style="list-style-type: none"> ▪ To be assigned by Session Leader
Mar. 28	Candidate Led Session 2: <ul style="list-style-type: none"> ▪ Topic: 	Assignment due: Graded Activity 4 <u>Reading assignments:</u> <ul style="list-style-type: none"> ▪ To be assigned by Session Leader
Apr. 4	Candidate Led Session 3: <ul style="list-style-type: none"> ▪ Topic: 	<u>Reading assignments:</u> <ul style="list-style-type: none"> ▪ To be assigned by Session Leader
Apr. 11	Candidate Led Session 4: <ul style="list-style-type: none"> ▪ Topic: 	<u>Reading assignments:</u> <ul style="list-style-type: none"> ▪ To be assigned by Session Leader
Apr. 18	Candidate Led Session 5: <ul style="list-style-type: none"> ▪ Topic: 	<u>Reading assignments:</u> <ul style="list-style-type: none"> ▪ To be assigned by Session Leader
Apr. 25	Candidate Led Session 6: <ul style="list-style-type: none"> ▪ Topic: 	<u>Reading assignments:</u> <ul style="list-style-type: none"> ▪ To be assigned by Session Leader
May 3 Final Exam (11:30am)		

Winthrop School Psychology Program

Syllabus Addendum for PSYC 619

School Psychology Program candidates' grades are aggregated and used to document their attainment of knowledge and skills. This form documents the relationship of this course to the NASP graduate education and practice domains and how course grades are determined by the instructor.

NASP Domains of Training and Practice	Course Focus	Assessment Methods
<p>2.1 Data-Based Decision-Making and Accountability</p> <ul style="list-style-type: none"> • School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes. • As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to use psychological and educational assessment, data collection strategies, and technology resources and apply results to design, implement, and evaluate response to services and programs. 	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.2 Consultation and Collaboration</p> <ul style="list-style-type: none"> • School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services. • As part of a systematic and comprehensive process of effective decision-making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate, and communicate with others during design, implementation, and evaluation of services and programs. 	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>

<p>2.3 Interventions and Instructional Support to Develop Academic Skills</p> <ul style="list-style-type: none"> • School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curriculum and instructional strategies. • School psychologists, in collaboration with others, demonstrate skills to use assessment and data-collection methods and to implement and evaluate services that support cognitive and academic skills. 	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
<p>2.4 Interventions and Mental Health Services to Develop Social and Life Skills</p> <ul style="list-style-type: none"> • School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. • School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling. 	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Case Studies</p>
<p>2.5 School-Wide Practices to Promote Learning</p> <ul style="list-style-type: none"> • School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health. • School psychologists, in collaboration with others, demonstrate skills to develop and implement practices and strategies to create and maintain effective and supportive learning environments for children and others. 	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>

<p>2.6 Preventive and Responsive Services</p> <ul style="list-style-type: none"> • School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response. • School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery. 	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Case Studies</p>
<p>2.7 Family–School Collaboration Services</p> <ul style="list-style-type: none"> • School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools. • School psychologists, in collaboration with others, demonstrate skills to design, implement, and evaluate services that respond to culture and context and facilitate family and school partnership/ interactions with community agencies for enhancement of academic and social–behavioral outcomes for children. 	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Case Studies</p>

<p>2.8 Diversity in Development and Learning</p> <ul style="list-style-type: none"> • School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity. • School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding and respect for diversity in development and learning and advocacy for social justice are foundations of all aspects of service delivery. 	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input checked="" type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input checked="" type="checkbox"/> Graded simulations</p> <p>Other: Case Studies</p>
<p>2.9 Research and Program Evaluation:</p> <ul style="list-style-type: none"> • School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings. • School psychologists demonstrate skills to evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels. 	<p>This domain is:</p> <p><input checked="" type="checkbox"/> Not a focus of the course</p> <p><input type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>

<p>2.10 Legal, Ethical, and Professional Practice</p> <ul style="list-style-type: none"> • School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. • School psychologists demonstrate skills to provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision-making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills. 	<p>This domain is:</p> <p><input type="checkbox"/> Not a focus of the course</p> <p><input checked="" type="checkbox"/> A minor focus of the course</p> <p><input type="checkbox"/> A major focus of the course</p>	<p>Knowledge and skills in this domain are assessed with:</p> <p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Exams</p> <p><input type="checkbox"/> Papers</p> <p><input checked="" type="checkbox"/> Candidate presentations</p> <p><input type="checkbox"/> Graded simulations</p> <p>Other: Please describe</p>
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