Advanced Seminar in School Psychology  
PSYC 625

Instructors:  
Dr. Gary Alderman  (aldermang@winthrop.edu)  803-323-2637  
Dr. Joe Prus  (prusj@winthrop.edu)  803-323-2630

Spring 2016  
111 Kinard  
Tuesday 5:00-7:45 PM

Dr. Alderman’s office hours: Monday 1:00-4:00; Tuesday 1:00-4:00.

Dr. Prus’s office hours: Monday 9:00-11:00; Tuesday 4:00-5:00; W 9:00-11:00 (and by appointment)

Student Learning Objectives:

PSYC 625 provides an opportunity within a seminar format for school psychology candidates to explore, share, and discuss issues and trends relevant to professional practice. As the last course taken by school psychology candidates, PSYC 625 also provides an opportunity to integrate and apply knowledge and skills prior to entering professional service. Specifically, PSYC 625 is intended to help candidates:

1. Use problem-solving and data-based decision-making as part of discussion of assessment and intervention cases;

2. Develop an increased familiarity with the latest (2010) ethical guidelines of the National Association of School Psychologist (NASP) and APA ethical standards relevant to school psychology practice.

3. Recognize principles of professional ethics relevant to particular situations and cases, and practice ethical decision-making;

4. Be better prepared to present and defend psychological and educational findings and recommendations.


6. Engage in self-determined, continuing professional development (CPD), and plan for future CPD activity.

7. Become more familiar with processes by which to seek school psychology credentials and jobs, and explore ways to best make a successful transition to professional employment.

Required Readings:


**Course Requirements:**


2. Present two clinical cases involving psychoeducational assessment and/or intervention completed during internship. The cases should be selected on the basis of perceived interest and potential benefit as a teaching case to others. For each case, the student will be expected to present and facilitate a discussion, *with an emphasis on the problem-solving process* that the case entailed and *any ethical or professional dilemmas and/or decisions* that were included. Students should be prepared to address questions raised by colleagues.

3. Submit a brief (2-3 page) summary of your professional goals for the next 3-5 years, your continuing professional development interests, and how you plan to obtain such CPD.

4. Plan, implement, and evaluate a portfolio review for a second year school psychology student. The details of this requirement will be coordinated by Dr. Alderman and discussed in class.

5. Actively participate in class discussions, ask relevant questions, and raise issues at a level appropriate for entry-level practicing professionals. This will include serving on multiple “review and feedback panels” for case presentations by others.

6. Submit documentation of having taken the Praxis II examination in School Psychology. A copy of your score report (including category scores) must be submitted to the instructors. Students who have not scored at least 147 (the minimum Praxis II score for national certification and certification in South Carolina) should consult with the instructors in developing a plan for additional preparation prior to an exam retake.

7. Complete the exit survey for the school psychology program and update your personal contact information in the school psychology alumni database in the School Psychology Program Dropbox folder. You will continue to have access to this folder after you graduate, and will also be invited to join the program’s Facebook group.
Grades:

Grades will be based on the following point system:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Crisis Response/Reflection Paper</td>
<td>50</td>
</tr>
<tr>
<td>Case presentation I</td>
<td>100</td>
</tr>
<tr>
<td>Case presentation II</td>
<td>100</td>
</tr>
<tr>
<td>CPD plan</td>
<td>50</td>
</tr>
<tr>
<td>Portfolio review</td>
<td>50</td>
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<tr>
<td>Class participation</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total possible points</strong></td>
<td><strong>450</strong></td>
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<table>
<thead>
<tr>
<th>Total Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>418-450</td>
<td>A</td>
</tr>
<tr>
<td>405-417</td>
<td>A-</td>
</tr>
<tr>
<td>391-404</td>
<td>B+</td>
</tr>
<tr>
<td>373-390</td>
<td>B</td>
</tr>
<tr>
<td>360-372</td>
<td>B-</td>
</tr>
<tr>
<td>Below 360</td>
<td>F</td>
</tr>
</tbody>
</table>

Note: In order to receive an A or A-, students must have no more than one absence (excluding those for a family death or serious medical emergency). In order to receive a B+, B, or B-, students must have no more than two absences. **In order to receive any class participation points, students must have completed course requirement 6 and 7.**

Policies

**Disability Accommodations:** Winthrop University is dedicated to providing access to education. If you have a disability and need classroom accommodations, please contact Gena Smith, Coordinator, Services for Students with Disabilities, at 323-3290, as soon as possible. Once you have your Professor Notification Form, please tell us so that we are aware of your accommodations within the first week of class.

**Academic Dishonesty:** Academic dishonesty may result in receiving an F for the assignment or the class. In this course, such dishonesty includes the falsifying of case studies and associated assessment and/or intervention results.

**Hand-held and Wireless Technology:** Please see the Winthrop College of Arts and Sciences policy for the appropriate use of hand-held and wireless devices in class at: [http://www2.winthrop.edu/artscience/Appro priateUseApprovedPolicyMar2010.pdf](http://www2.winthrop.edu/artscience/Appro priateUseApprovedPolicyMar2010.pdf)

*Please keep cell phones and similar electronic devices off or on vibrate during class and refrain from texting or other use of electronic devices except to take notes. Students are expected to behave as professionals during class, and are discouraged from excessive talking to their colleagues when others are presenting or engaging in relevant course discussion. Infractions will result in deductions from your class participation grade.*
# TENTATIVE CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Presenters/ Discussants</th>
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</thead>
<tbody>
<tr>
<td>Jan. 12</td>
<td>Introduction to course</td>
<td>Drs. Alderman &amp; Prus</td>
</tr>
<tr>
<td>Jan. 19</td>
<td>-Searching/Applying for School Psych Positions</td>
<td>Dr. Prus</td>
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<tr>
<td></td>
<td>-State and National Credentials</td>
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<tr>
<td>Jan. 26</td>
<td>-Preventing Professional Malpractice</td>
<td>Dr. Prus</td>
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<td></td>
<td>-Giving expert testimony</td>
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<tr>
<td>February 9</td>
<td>No Class-NASP</td>
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<tr>
<td>February 16</td>
<td>Case Presentations I (3)</td>
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<td></td>
<td>-Discussion of relevant professional and ethical issues</td>
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<tr>
<td>February 22</td>
<td>-Crisis Prevention and Intervention Workshop</td>
<td>Dr. Reeves</td>
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<tr>
<td>(Monday)</td>
<td>12:00-7:00</td>
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<tr>
<td>March 1</td>
<td>-Case Presentations I (3)</td>
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<tr>
<td></td>
<td>-Discussion of relevant professional and ethical issues</td>
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<tr>
<td>March 8</td>
<td>-Case Presentations I (2)</td>
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<tr>
<td></td>
<td>-Discussion of relevant professional and ethical issues involved in case studies</td>
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<tr>
<td>March 15</td>
<td>Winthrop Spring Break</td>
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<tr>
<td>March 22</td>
<td>-Case Presentations II (3)</td>
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<tr>
<td>March 29</td>
<td>-Case Presentations II (3)</td>
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<tr>
<td>April 5</td>
<td>-Case Presentations II (2)</td>
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<tr>
<td>April 12</td>
<td>-Pick up and review 2nd Year Student Portfolios</td>
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<tr>
<td>April 19</td>
<td>Mini Portfolio Reviews for 2nd Year Students</td>
<td>Dr. Alderman coordinates mini-portfolio reviews</td>
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<td>9:00-5:00</td>
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<td>April 26</td>
<td>Portfolio Review Debriefing</td>
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<td>Program Evaluation</td>
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<td>May 4</td>
<td>Graduation Party!</td>
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<td>(details and location to be determined)</td>
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*Note: Syllabus schedule subject to change.*
School Psychology Program students’ 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.

<table>
<thead>
<tr>
<th>NASP Domains of Training and Practice</th>
<th>Course Focus</th>
<th>Assessment Methods</th>
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</thead>
<tbody>
<tr>
<td>2.1 Data-Based Decision-Making and Accountability</td>
<td></td>
<td>Knowledge and skills in this domain are assessed with:</td>
</tr>
<tr>
<td>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.</td>
<td>This domain is:</td>
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| 2.2 Consultation and Collaboration |                    | Knowledge and skills in this domain are assessed with: |
| 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. | This domain is: | Not applicable |
| | | □ Not a focus of the course | □ Exams |
| | | X A minor focus of the course | □ Papers |
| | | □ A major focus of the course | X Candidate presentations |
| | | | □ Graded simulations |
| | | | Other: Please describe |

<p>| 2.3 Interventions and Instructional Support to Develop Academic Skills |                    | Knowledge and skills in this domain are assessed with: |
| 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. | This domain is: | Not applicable |
| | | □ Not a focus of the course | □ Exams |
| | | □ A minor focus of the course | □ Papers |
| | | X A major focus of the course | X Candidate presentations |
| | | | □ Graded simulations |
| | | | Other: Please describe |</p>
<table>
<thead>
<tr>
<th>2.4 Interventions and Mental Health Services to Develop Social and Life Skills</th>
<th>Knowledge and skills in this domain are assessed with:</th>
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</thead>
<tbody>
<tr>
<td>• 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.</td>
<td>□ Not a focus of the course</td>
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<tr>
<td>• 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.</td>
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<td>□ A major focus of the course</td>
<td>X Candidate presentations</td>
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<td>□ Graded simulations</td>
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<td>Other: Please describe</td>
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<tr>
<th>2.5 School-Wide Practices to Promote Learning</th>
<th>Knowledge and skills in this domain are assessed with:</th>
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<tbody>
<tr>
<td>• 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.</td>
<td>□ Not a focus of the course</td>
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<tr>
<td>• 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.</td>
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<td>□ A major focus of the course</td>
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<td>X Candidate presentations</td>
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<td>□ Graded simulations</td>
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<td>Other: Please describe</td>
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<tr>
<th>2.6 Preventive and Responsive Services</th>
<th>Knowledge and skills in this domain are assessed with:</th>
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<tbody>
<tr>
<td>• 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 mult-tiered prevention, and evidence-based strategies for effective crisis response.</td>
<td>□ Not a focus of the course</td>
</tr>
<tr>
<td>• 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.</td>
<td>□ A minor focus of the course</td>
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<td>Crisis</td>
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<td>Response/Reflection</td>
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<td></td>
<td>Paper</td>
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</table>
### 2.7 Family–School Collaboration Services
- 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.

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<td>Other: Please describe</td>
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### 2.8 Diversity in Development and Learning
- 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.

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### 2.9 Research and Program Evaluation:
- 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.

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2.10 **Legal, Ethical, and Professional Practice**

- 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.

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