

EPIT 6300
Introduction to School Psychology and School-Based Services

Class Meeting time: 11:20 – 2:20, Wednesday

Instructor: Amy L Reschly, PhD

Office: 325N Aderhold Hall

Office Hours: Wednesday 9 - 11 and by appointment

Phone: 706.583.5503

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Required Reading: Readings will consist primarily of handouts provided by the instructor or available for download from the web.

Text: Ethics and Law for School Psychologists, 5th Ed.

Susan Jacob & Timothy Hartshorne (Published by Jossey-Bass)

ISBN: 978-0-471-75770-2

Assessment: Grades are determined from a combination of class participation, assignments, and the final exam.

Participation and weekly discussion questions (10%)

Conversations with Faculty write up and presentation (5%)

School Psychology Career Presentation (5%)

Georgia State School Psychology Field Trip, questions, and Reaction Paper: 10%

School Psychology Experiences: (20%)

Shadow and interview school psychology mentor. Turn in summary.

Child Study Team Meeting and Reaction Paper:

Assessment Observation (Mentor School Psychologist) and reaction paper.

Ethical Dilemma (work with mentors for ideas): 25%

Final Exam: 25%

Policy on Honesty: All academic work must meet the standards contained in “A Culture of Honesty.” Students are responsible for informing themselves about those standards before performing any academic work. The honesty policy for the University of Georgia may be found at <http://www.uga.edu/ovpi/honesty/acadhon.htm>

Other policies: Attendance and participation is mandatory. If a student has more than 3 absences, withdrawal will be initiated.

In addition, the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

A grade of “Incomplete” will only be assigned if arrangements have been made with the instructor prior to the end of the semester and a contract for completion of the course has been agreed upon by the instructor and student.

All assignments are due on the day listed in the syllabus. Late assignments will be docked 1 letter grade for each day the assignment is late. In the event of extenuating circumstances, contact the instructor prior to the missed class or as soon as possible thereafter to make other arrangements.

The purpose of this course is to provide students information about:

- The history of school psychology
- School psychology at the University of GA
- Current practice and the future of school psychology
- Roles and functions of school psychologists
- Ethical and professional standards
- Diversity as it relates to the practice of school psychology
- Professional opportunities in school psychology

Recommended Resources:

American Psychological Association. (2001). Publication Manual of the American Psychological Association, Fifth Edition. Washington, D.C.: American Psychological Association. (You need this to help you with style matters in producing papers for your courses, your masters thesis, and your dissertation)

Reynolds, C.R. & Gutkin, T.B. (Eds.). (1999). *The Handbook of School Psychology*, 3rd Edition. New York: John Wiley & Sons, Inc. (HSP)

Thomas, A. & Grimes, J. (Eds.). (2002). *Best Practices in School Psychology IV*. Volumes I & II. Bethesda, MD: National Association of School Psychologists. (BP)

August 22: Introduction

August 29: History of School Psychology and Related Disciplines

Required Readings:

Fagan, T.K., & Wise, P.S. (1994). Historical development of school psychology. In *School Psychology: Past, present, and Future*. Longman: White Plains, NY

Fagan, T.K. (2002). Trends in the history of school psychology in the United States. In A. Thomas & J. Grimes (Eds.), *Best Practices in School Psychology IV*. National Association of School Psychologists: Bethesda, MD.

Jacob & Hartshorne, Chapter 2

September 5: School Psychology Training and Credentialing

Issues in the field: Faculty Shortages

Merrell, Ervin & Gimpel: Chapter 4, Becoming a School Psychologist

Required Reading: UGA School Psychology Student Handbook

September 12: No scheduled class. Meet with mentoring school psychologists

September 19: Current Practice in School Psychology: Professional Organizations and the Blueprint for Practice

Required Reading. Ysseldyke et al. *Blueprint for Training and Practice III* (NASP Website)

September 26: Legal Influences: NCLB & IDEA, special education in GA

Jacob & Hartshorne - Chapters 5 & 6

Yell & Drasgow (2005). *No Child Left Behind: A guide for professionals*

Due: Conversation with Faculty presentations: Perspectives on careers, research, and training in the field

October 3: National data and Assessments

Issues in the field: the EBI movement

Areas of Research Presentation: Dr. Campbell

Kratochwill, T.R. & Stoiber, K.C. (2002). Evidence-based Interventions in school psychology: Conceptual foundations of the Procedural and Coding Manual of Division 16 and the Society for the Study of School Psychology Task Force. *School Psychology Quarterly* 17(4), 341-389.

October 10: Future of School Psychology

Required reading:

Reschly & Ysseldyke (2002). Paradigm Shift: The Past is Not the Future

RTI Debate articles from the Communique, Division 16 newsletter (handed out)

Issues in the Field: Response to Intervention

October 17: Field Trip (tentatively scheduled)

October 24: School psychology practice

Faculty research presentation: Dr. Michele Lease

October 31:

November 7: Professional Ethics

Chapters 1, 3 and 4

November 14: Professional Ethics

NASP & APA ethical codes

November 21: *No Classes Thanksgiving Break*

November 28: ELL and Diversity

TB Assigned

December 5: (Last Day) of Classes: Professional Ethics

Ethical Dilemma Class Presentations

There will be a take-home final exam. Due date to be determined.