

**Course Title:** Issues and Approaches in School Psychology

**Course Prefix:** SPSY 67971/ 77971

**Frequency/semester Course is offered:** Annually, Fall and Spring Semesters

**Course Typically Taught by:** Caven Mcloughlin, Ph.D. & SPSY guest faculty

**Course Prerequisites:**

Graduate standing, enrolled in the school psychology program, approved for internship.

**Catalog Description:**

This course describes and illustrates contemporary and thus ever-changing elements and forces which impact professional service. Evaluation of students' understanding of this content is best undertaken through a seminar format. Requires students to be simultaneously enrolled in Internship in School Psychology.

**Course Objectives:**

Issues and Approach in School Psychology is designed to provide a concurrent scientific and "best practices" framework for problems and issues encountered during internship, as well as to facilitate the transition from student to professional school psychologist.

**This Course Contributes to the Completion of the following SPSY Program Mission/Goals:**

2E  
6B, 6C, 6D  
7A, 7B, 7C, 7D  
8C  
9D  
10A, 10B, 10C, 10D  
11A, 11B, 11C, 11G

**Coursework which Follows in the Sequence, which is Reliant on this Course's Content:**

Concurrent with Internship

**Required Readings:**

Ohio's Model Policies and Operating Standards for the Education of Students with Disabilities

**Additional Recommended/Required Readings:**

Additional selected readings will be required to supplement specific topics. Typically, students will be directed to readings in seminal texts (e.g., Best Practices in School Psychology) or will be directed to locate readings in original sources or the www.

**Instructional Methods:**

The course will consist of illustrated lectures, discussions, presentations, and experiences with emergent technologies. Students will be actively involved in prioritizing topics and planning and implementing programs.

**Requirements/Student Evaluation:**

Attendance/participation: Students are required to attend all sessions, unless alternative arrangements have been approved in advance and 'make-up' is completed to the instructors' satisfaction, and to participate actively in discussions and presentations.

Internship products, as outlined below. Internship products will be evaluated on the basis of completeness and quality (accuracy, comprehensiveness, evidence of integration of research and practice.

Category 1: Samples (blinded copies) of case studies completed by the intern which demonstrate best practice in school psychology:

a) assessment services as reflected in an evaluation team report;

**NOTE:** turn in an example of your best ETR, either traditional or IBMFE; remove names of student/family and educators

b) individual or group counseling services as reflected in the plans for each counseling session of at least one student with a disability and in an IEP when counseling is provided as a related service;

**NOTE:** turn in a copy of a counseling plan, including goals and the intended plan for each session.

c) intervention/consultation services provided either as part of a team or on a one-to-one basis as reflected by conference summaries, intervention plans, and progress monitoring results;

**NOTE:** This could be a problem-solving worksheet, the IAT/IBA team's report, or a behavioral consultation. The services could be delivered by the intern individually or by the intern as a member of a team. The product is intended to reflect implementation of a data-based, problem solving model.

d) counseling or training to parents of children with disabilities as reflected by plans for those activities.

**NOTE:** Submit the curriculum/plan for providing counseling or training to parents of students with disabilities Plan should reflect goals for the training/counseling, and an outline of each session.

Category 2: Documentation of the effectiveness of services provided by the intern.

a) Description of the method used by the intern to determine the effectiveness of services s/he provided

**NOTE:** Devise and submit a written description/copy of an instrument or method used to evaluate your services as an intern. Examples include a survey form given to teachers following consultation or inservice; feedback form from parents who participated in a parent group; team members' evaluations of your contribution to the IAT, etc.

b) Submit a summary of the results of using the evaluation method for at least one service

Category 3: Evaluation of the internship experience

**NOTE:** Prepare a formative (midyear) and summative (year end) evaluation of the internship experience to date, including information about the breadth and depth of experiences and opportunities for learning. This evaluation should be prepared by the intern in consultation with his/her supervisor

**Topical Presentations:** Each student will prepare and deliver a presentation following a prescribed format as a rehearsal for NASP presentation. Presentations will be evaluated on the basis of organization (use of time, logical organization, easy to follow), quality of content (comprehensiveness and quality of sources, effective integration of science with practice, conclusions supported by research), effective use of visual aids/handouts (professional quality, easy to read, facility of use), & presentation style (poise, response to questions, voice quality, tempo).

**Policy on Grading:**

Student proficiency is graded by S/U grades as follows: Satisfactory work is interpreted as average or superior attainment while unsatisfactory work is below average attainment.

**Policy on Plagiarism:**

Note: Plagiarism is a serious ethical violation. Any attribution of another's work as one's own without appropriate credit is considered plagiarism. This applies whether information is obtained from print, presentation, or electronic sources.

**Students Experiencing Disabilities:**

In accordance with Kent State University policy, if you have a documented disability and require reasonable accommodations to obtain equal access in this course, please contact the course instructor at the beginning of the semester, or when given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Student Disability Services (SDS) in the Michael Schwartz Student Services Center (330.672.2972).