CIEP 462: Ethics and Professional School Psychology
Fall 2015
Loyola University Chicago

Instructor: David Shriberg, Ph.D.
Office: Lewis Towers 1034
Office Hours: Thursdays, 2-4 and by appointment
Email: dshribe@luc.edu
Twitter: @DrDaveShriberg
Work Phone: (312) 915-7087
Cell Phone: (224) 456-9450
Course TA: Vicky Karahalios
TA's Email: vkarahalios@luc.edu
Class Time and Location: Tuesdays, 10-12:30, CLC 901

Seminar in Professional School Psychology is an introduction to and overview of the profession of school psychology. The course consists of activities, lectures, readings, and discussions of the roles and activities of school psychologists.

Course Outline and Structure: This course is divided into three primary sections. The first section is intended to provide a broad overall introduction to the field of school psychology. The second section focuses on the ethical context in which school psychology practice takes place, with consideration of pertinent professional, legal, and societal regulations and realities. The third section provides an overview of the major functions and competencies within school psychology practice. In our last class meeting, we will come full circle, bringing these three strands together and focusing on lessons learned moving forward. The ethical foundation of school psychology practice is highlighted throughout.

Conceptual Framework: The conceptual framework of Loyola's School of Education is Professionalism in the Service of Social Justice. The content of this course is consistent with that framework in that the profession of school psychology and the introduction of this discipline via this course are provided within a social justice framework. Students enrolled in this course will be repeatedly exposed to the goal of delivering ethical school psychological services cognizant of social justice issues that bear directly on educational and school psychological services. Such issues include but are not limited to various forms of discrimination and privilege, effects of labeling, inequities in funding and resources for our schools, bias in assessment and instructional procedures, and efficacy of special education programs. The history and current practice of school psychological services must be considered within the context of our conceptual framework – Professionalism in the Service of Social Justice. Loyola University's School of Education seeks to develop professionals who use their knowledge and skills to evaluate actions and decisions in light of the ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. Professionals are responsive to the long-term social and ethical implications of their decisions and actions.

The School of Education develops persons of conscience devoted to the service of others.

IDEA Objectives: As part of the course evaluation process, utilizing a system labeled "IDEA" all courses within the School of Education are evaluated based on a selection of the twelve learning objectives listed below. The learning objectives that are essential or important to this course are bolded. All non-bolded learning objectives are considered of minor importance as relates to this particular course.

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. **Developing a clearer understanding of, and commitment to, personal values**
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. **Acquiring an interest in learning more by asking questions and seeking answers**

Diversity Statement: I view a commitment to culturally responsive service delivery as part and parcel to a commitment to social justice. The way that I view this relationship is that social justice is the aspiration (the "why" of what school psychologists do), advocacy and the use of up-to-date practice are the typical strategies that support social justice (the "how"), and then issues of cultural diversity provide the context from which much of this work takes place. Thus, for the purposes of this course, my goal is not to discuss the field of school psychology in a vacuum, but rather in terms of how school psychologists operate (and can operate) within the real world, with all that entails, including consideration of diversity, ethics, and justice. My goal is not for you to view the world as I do—indeed there are greater opportunities for learning when we respectfully disagree, including student disagreement with the instructor—but rather that students emerge from this course with an enhanced understanding of how issues of cultural diversity impact and provide opportunities for enhanced school psychology practice.

Required Texts:
Harrison, P. L., & Thomas, A. & Grimes, J. (Eds.) (2014). *Best practices in school psychology: Foundations*. Washington, DC: National Association of School Psychologists.

Harrison, P. L., & Thomas, A. & Grimes, J. (Eds.) (2014). *Best practices in school psychology: Data-based and collaborative decision making*. Washington, DC: National Association of School Psychologists.

Harrison, P. L., & Thomas, A. & Grimes, J. (Eds.) (2014). *Best practices in school psychology: Student-level services*. Washington, DC: National Association of School Psychologists.

Harrison, P. L., & Thomas, A. & Grimes, J. (Eds.) (2014). *Best practices in school psychology: Systems-level services*. Washington, DC: National Association of School Psychologists.

Jacob, S., Decker, D. W., & Hartshorne, T. S. (2010). *Ethics and law for school psychologists* (6th Ed.). New York : Wiley

Shriberg, D., Song, S. Y., Miranda, A. H., & Radliff, K. M. (2012). *School psychology and social justice: Conceptual foundations and tools for practice*. New York: Routledge.

Additional readings will be made available either in-class or through the Sakai site associated with this course.

Course Assignments:

1. Class Participation and Blog Postings- 15%

Students are expected to arrive to class prepared both to discuss class readings and assignments and to participate in class discussions and activities. This is a seminar-style class relying on active engagement both inside and outside of the classroom. It is assumed that most students will receive a strong class participation grade. However, if a student is clearly unprepared from week to week, consistently arrives late to class and/or leaves early, and/or consistently is a non-participant in class, this grade will be quite low. Students will receive a maximum of ten points towards their in-class participation grade.

Students will also receive a maximum of ten points towards their class participation grade based on their efforts outside of the classroom. The expectations are as follows--first you are to create a personal homepage in Sakai (I will explain in the first class how to do this). Then, on designated weeks (which you will be notified of the week prior) you will be required to post to your personal homepage by 8AM of the day of class. Please provide a minimum of a 250 word journal type entry regarding your questions, comments, thoughts, and/or reactions to the readings from the previous week and/or questions, comments, or other reactions to experiences related to school psychology conversations and/or visits. This is meant to be informal though you should take care that these postings are thoughtful and expresses your honest opinions, reactions, and/or questions. You will receive a maximum of five points for these blog postings. One point will be lost for any week missed and students who miss two or more weeks without instructor consent to do so will receive a 0 for their class participation grade.

Student Use of Technology in the Classroom:
We are in a digital age in which many of us prefer to have lots of technological devices (cell phones, laptops, etc.) at our side during class. For example, personally,

when I am attending lectures or seminars, I much prefer to take notes on a computer than by hand. As such, I understand the desire among many of you to bring computers and the like to the classroom and in indeed in many ways I encourage this through by posting on Sakai class materials (e.g., powerpoints) that often are useful to access during class meetings.

However, with this privilege comes responsibility, particularly given that all students in this course are preparing to be professional school psychologists and are evaluated on their professional dispositions by the school psychology program faculty. As such, while you are permitted to bring whatever technology you wish with you to class, it is understood that these devices are ONLY to be used for legitimate classroom purposes. I view this as a matter of respect and professionalism. I do not wish to go around the classroom monitoring whether you are really taking class notes or just hanging around on Twitter when you have your computer screens up and/or cell phones/PDAs open, and I would appreciate not being put in the position of being a classroom monitor. I will start off with the assumption that all of you will act professionally in this regard, but I reserve the right to make changes to my policies regarding student use of technology in the classroom—and to your course grade—should this trust be broken.

2. School Visits- 30%

Over the course of the semester, you are to visit with three school psychologists. You should arrange to spend a full school day with each person and then provide a short written summary (five double-spaced pages or less) of your experience. These summaries should be turned in via the "Assignments" area in Sakai.

Each summary counts for 10% of your final grade. Our course TA Vicky Karahalios has been compiling a list of practitioners who have indicated that they would be happy to host shadowing visits. This list will be posted as a Google sheet and will be updated throughout the semester so that you can see the most updated listing and also so that you can correct any inaccurate information and/or provide updates (e.g., "this person said that the best day to shadow her is on Wednesdays") about these individuals as needed. Specifically, whenever you arrange a shadowing visit, please put your name in the designated column for the person you are shadowing. In this way, we can see at a glance who is hosting many shadowing students and who has not been asked, so that we can keep things in balance and not have all 26 of you shadowing the same few people.

While we have endeavored to provide a comprehensive listing of people who have given the thumbs up to be approached for shadowing visits this fall, you are free to visit any currently practicing school psychologist regardless of whether or not they are on this list. Also, please feel free to recommend anybody that you know of that is not on the list that you have spoken to and is open to having students shadow her/him. As you obtain more names, please just fill in the appropriate information in the Google sheet. After each visit, please complete an evaluation of your visit using the form provided on Sakai and turn this form in to the instructor or course TA. Please also provide the email address of this school psychologist so we can send her/him a thank you note.

If possible, please try to arrange to observe your school psychologists on what they consider to be a "typical" day, whatever that means to her/him. While I would like to know a bit about what type of activities you observed, I am particularly interested in your reactions to these experiences. Was it like you expected? What surprised you? What did you take away from the experience that is pertinent to your preparation as a future school psychologist? The emphasis of this paper should therefore be on critical reflection rather than a schedule of the day's activities. Please write as if the reader has little to no background with the school you are visiting and with school psychology. Grading will be based on the quality of your writing (e.g., it is clear to me what you observed?) (half your grade) and your ability to reflect on what you observed (e.g., it is clear to me why you felt the way you did about what you observed?) (the other half of your grade). I strongly encourage you to raise questions based on what you observed--questions of which you may not yet have an answer. This to me is not a sign of weakness, but rather of critical reflection. It is also quite appropriate to use first person in this paper given the nature of this assignment.

This assignment has been identified for use by the school psychology program to show evidence of evaluating NCATE/NASP Standard 10. Accordingly, in addition to being graded on a scale of 1-10, your papers will also be evaluated using the rubric below:

Domain	Target	Acceptable	Unacceptable
Quality of writing	Description of visit is extremely clear in terms of what student observed	Description of visit is mostly clear in terms of what student observed	Description of visit is mostly unclear in terms of what student observed
Quality of reflection	Student provides a very high quality analysis of what he/she observed, including providing substantiation for all claims (e.g.. don't say, "the parent was angry", say instead, "the parent appeared angry as she began to raise her voice in response to the educator's comments")	Student provides a moderately high quality analysis of what he/she observed, including substantiation of most claims.	Student provides a low quality analysis of what he/she observed, including but not limited to multiple examples of unsubstantiated claims.

The first paper is due at the start of our class meeting on September 29th. This paper must be submitted both in the assignment area of Sakai and posted to your LiveText account by the start of class on this day. The second paper is due at the start of

class on October 27th, and the third paper is due at the start of class on November 10th. Both of these assignments are to be turned in only in Sakai.

If you are having trouble finding persons to shadow, please let me and/or Vicky know well in advance of the due dates and we will work with you to find someone. During class time you may be asked to give a short overview (approximately five minutes) of your visit to your classmates. This overview will not be graded, but rather is a mechanism for you to share your experiences with others.

3. Ethics Presentation- 20%

As stated, this course is intended to provide an introduction to the broad scope of school psychology practice. Without a commitment to ethics, however, none of these skills or frameworks matter. How can a school psychologist effectively serve children and families if she/he uses unethical methods to do so? As part of setting the stage for the second phase of this class— The Ethical Context of School Psychology Practice: Legal, Educational, Political, and Social Justice Considerations—and to enhance for your understanding of school psychology covered in the third phase of the class—Core School Psychology Functions and Practices—the readings for September 15th are all centered on Ethics. These readings form the foundation of this assignment, and then the chapter reading assigned the week of your presentation provides additional highly relevant content.

During class (most likely we will do this on September 1st) you will be divided into 7-8 presentation groups of approximately 3-5 students. Each of these groups will be assigned to a topic related to a core school psychology practice that will be covered in the third phase of class (Consultation, Assessment, Mental Health, or Family/School/Community Collaboration).

Your group will lead a 10 minute in-class presentation--with an accompanying short handout for the class, course instruction, and course TA--summarizing your presentation. This presentation must have the following components:

1) A role play or verbal description of an ethically ambiguous situation or ethical error related to the topic for the week for class (e.g., the group that presents during the week that we are focusing on consultation/prevention role plays a situation directly related to consultation/prevention)
2) A discussion of if, how, and why this scenario speaks to one of the four broad ethical principles--respect for the dignity of persons, responsible caring (professional competence and responsibility), honesty and integrity in professional relationships, and responsibility to schools, families, communities, the profession, and social--described in your *Ethics and Law for School Psychologists* text.
3) A discussion of how, if you were a school psychologist who encountered the scenario, you would handle the scenario following the ethical decision-making steps outlined in BP Foundations 33—Application of Professional Ethics— and presented visually on Table 33.1 on pages 451-452.

You will be graded on an 50 point scale based on the following dimensions:

1) Relevance/reality of your scenario and understanding of how an ethical scenario can present in practice (15 points)
2) Explanation of relationship to broad ethical principles (10 points)
3) Explanation/coverage of the ethical decision-making steps as applied to your scenario (25 points)

4. Interview with a leader in school psychology- 15%

Please select a school psychologist who is a leader in the field to interview. I encourage you to converse with a school psychologist who is not presently working in Chicagoland so that you can get the perspective of someone from a different part of the country, but this is not required. Possible interview subjects include but are not limited to chapter authors in Best Practices or your Social Justice text, persons in leadership in major national or international school psychology organizations (e.g., NASP, Division 16 of APA, International School Psychology Association), school psychology journal editors, and officers in state, regional, national, or international school psychology organizations.

The purpose of this assignment is for you to have contact with a leader in the field who has done work in an area of interest to you. Since the person you select is presumably someone of personal interest to you, you have the freedom to pose any questions to your subject that he or she is willing to respond to. Among the questions I would like all of you to pose to your interviewees are: 1) why did he/she choose school psychology as a profession?, 2) what were his or her career goals when he or she was a first year graduate student in school psychology?, 3) what twists and turns have their careers taken since graduate school?, 4) what do they know now that they wish they knew when they were at your stage in graduate school?, and 5) what changes do they anticipate taking place in the field of school psychology in the future?

This assignment is due at the start of class on November 24th. At this time, please turn in to Sakai either a typed transcript of your interview or a summary of the interview. Please also provide the email address of the person you interviewed so I can send this person a thank you note. Finally, please also describe your reaction to this experience. Total page length should be approximately 5-7 pages, but there is no maximum or minimum page length. If you would like any help finding persons to interview, please speak with Vicky or myself. This paper will be graded out of a possible fifteen points, with primary emphasis placed both on the quality of questions asked and your reflections on this experience.

5. Beginning School Psychologist Portfolio- 20%

Please choose from the activities listed below tasks that total at least 100 points. *Please note: All doctoral students are **required** to complete Project H as part of this end-of-class portfolio. Ed.S. students do not need to choose Project H.*

PROJECT A: **PROFESSIONAL AFFILIATIONS** **(0-10 points)**

Objective: To be active in at least two professional organizations.

Task:	Identify two organizations related to your profession or related to the field of special education. Become a member of those professional organizations.

Output:	Documentation of you membership.

PROJECT B: **WORKING IN THE FIELD**   **(0-30 points)**

Objective:	To obtain an understanding of what is important to practicing school psychologists.

Task:	Interview three (3) school psychologists at different stages of their careers (beginning, over 10 years' experience, nearing retirement). Ask them questions such as:

> Why did you enter the profession?
> What have been your major professional achievements?
> What have been your major disappointments?
> What advice would you give to a beginning professional?

Output:	A written summary of each interview along with your own comments, insights, and opinions included.

PROJECT C: **AN ADMINISTRATOR'S VIEW**   **(0-25 points)**

Objective:	To obtain input from a school administrator on his or her views regarding the role and function of the school psychologist.

Task:	Interview a school administrator. As questions such as: What skills do you look for when hiring a school psychologist? What services does your school psychologist provide? What are the barriers to more effective delivery of school psychological services?

Output:	A written summary of the interview along with your own comments, insights, and opinions included.

PROJECT D: **PROFESSIONAL DEVELOPMENT**   **(0-20 points)**

Objective:	To participate in a professional development workshop sponsored by a professional association (e.g., NASP, ISPA, etc.)

Task:	Attend a workshop or conference sponsored by a professional organization.

Output:	Write a summary of the workshop and include a photocopy or web link of promotional material that describes the program.

PROJECT E: **ANNOTATED BIBLIOGRAPHY**   **(0-40 points)**

Objective:	To research an area of interest within the field of school psychology. (**Note: this is a good choice to make as it links directly to your**

M.ED. portfolio.)

Task: Pick <u>one topic</u> related to the role and function of a school psychology that you would like to learn more about (e.g., Prevention, Family/School/Community Collaboration, Consultation, etc.) and read up to ten related journal articles.

Output: Write an annotated bibliography for each of the ten articles. The annotated bibliography should contain the citation of the article (using APA style), a brief description on what the article covered, and a reflection of how the article has expanded your knowledge of the topic and how you might use this knowledge in your professional practice.

PROJECT F: THE BILINGUAL SCHOOL PSYCHOLOGIST   (0-25 points)

Objective: To obtain an understanding of the role and function of a bilingual school psychologist in a large urban school district.

Task: Interview a bilingual school psychologist who is affiliated with a large urban school system. Ask him or her questions such as:
           Why did you enter the profession?
           What are the challenges and rewards of being a bilingual school psychologist?
           Describe a typical school day.
           What advice would you give to a new bilingual school psychologist?

Output: A written summary of the interview along with your own comments, insights, and opinions included.

PROJECT G: PARENT/ADULT CAREGIVER INTERVIEW   (0-25 points)

Objective: To obtain input from the parent/adult caregiver of a school-aged child regarding their experiences with the educators from their children's schools, as well as their opinions on the future directions of education.

Task: Interview a parent/adult caregiver of one or more school-aged children. Ask many questions about their experiences with their children's teachers, schools, school psychologists (if applicable), as well as their sense of where US education is now and where it should be heading both policywise and at the local level.

Output: Four to six page summary of the interview, including listing of questions asked and your lessons learned from this experience.

PROJECT H: ETHICAL CONUNDRUMS EXPERIENCED BY PRACTITIONERS (0-10 points)

Objective: Learn about real-life ethical dilemmas experienced by practitioners.

Task: Ask at least three practitioners about the most challenging ethical situations that they have experienced as school psychologists and how

this situation was handled. Be sure to ask plenty of follow-up questions so you can fully understand what made each situation so ethically challenging, what options were considered and why, what process was used to address this challenging situation, and if and how this situation was ultimately resolved.

Output:	Short paper describing the practitioners' accounts and what lessons you take from their experiences.

PROJECT I: **INDIVIDUAL/GROUP ADVOCACY PROJECT** **(0-30 points)**

Objective:	To set your own objective, design your own advocacy project, and carry it out. May be done alone or with several other students.
Task:	To be determined by you with approval from the instructor. You need to obtain approval in writing via e-mail.
Output:	To be determined by you. Include a print out of the instructor's approval that is sent via email.

This portfolio must be completed and turned in by the start of class on December 1. The same individual can be used for no more than two different components of this portfolio. You are **STRONGLY ENCOURAGED** to turn in the subcomponents of this portfolio as they are completed rather than waiting until the end to turn in the entire portfolio. I will then return to you a running record of your progress to date on this portfolio.

Point Distribution and Grade Assignment:

Class Participation- 15 points possible
Site Visits- 30 points possible
Ethics Presentation – 20 points possible (presentation score (which is out of 50 points) is multiplied by .40
Interview with a Leader in School Psychology- 15 points possible
Class Portfolio- 20 points possible (portfolio score (which is out of 100 points) is multiplied by .20

A= 92.5 points or higher
A-= 89.5-92.49
B+= 87.5-89.49
B= 82.5-87.49
Etc.

Universal School of Education Syllabus Statements: There is content related to academic honesty, accessibility, the SOE's Conceptual Framework, EthicsLine Reporting Hotline, and Electronic Communication Policies and Guidelines that is universal for all courses in the School of Education. I strongly urge you to read this information, which can be found at: www.luc.edu/education/syllabus-addendum/

Dispositions: Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of *professionalism, fairness and/or the belief that all students can learn*. The descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course. All school psychology graduate students are evaluated on LiveText in each of these areas in every course that they take, including this course.

Schedule of Readings and Topics (readings, topics, and assignments subject to change at the instructor's discretion):

Section I: Introduction to the Field of School Psychology

August 25- Introduction

September 1-The Past, Present, and Future of School Psychology
Readings:
Shriberg, Song, Miranda & Radliff (SSMR)- Chapter 2, 3
BP Foundations 29: Trends in the History of School Psychology in the United States
McIntosh, K., Martinez, R. S., Ty, S. V., & McClain, M. B. (2013). Scientific research in
        school psychology: Leading researchers weigh in on its past, present, and future.
        Journal of School Psychology, *51*, 267-318. [Sakai]

September 8: Becoming and Working as a School Psychologist
National Association of School Psychologists (2010) *Standards for the credentialing of*
        school psychologists. Bethesda, MD: National Association of School
        Psychologists. [Sakai]
BP Data-based & Collaborative Decision Making 1: The National Association of School
        Psychologists Model for Comprehensive and Integrated School Psychological
        Services
Curtis, M. J., Castillo, J. M., & Gelley, G. (2012, May). School Psychology- Part 2.
        School psychologists' professional practices and implications for the field.
        Communique, 40(7), 1, 28, 30. [Sakai]
Curtis, M. J., Castillo, J. M., & Gelley, G. (2012, June). School Psychology 2010:
        Demographics, employment and the context for professional practices-Part I.
        Communique, 40(8), 4-6. [Sakai]
Castillo, J. M., Curtis, M. J., & Tan, S. Y. (2014). Personnel needs in school psychology:
        A 10-year follow up study on predicted personnel shortages. *Psychology in the*
        Schools, *51*, 832-850. Doi: DOI: 10.1002/pits.21786 [Sakai]

Section II: The Ethical Context of School Psychology Practice: Legal, Educational, Political, and Social Justice Considerations

September 15- Foundations in Ethical School Psychology Practice
Readings:
Jacob, Decker, & Hartshorne (JDH)- Chapters 1, 3
National Association of School Psychologists (2010). *Principles for Professional Ethics*.
       Bethesda, MD: National Association of School Psychologists. [Sakai]
BP Foundations 33: Best Practices in the Application of Professional Ethics
BP Foundations 34: Ethical and Professional Best Practices in the Digital Age
Lasser, J., & Close, L. M. (2007). School psychologists' ethical decision making:
       Implications from selected social psychological phenomena. *School Psychology*
       Review, *36*, 384-400. [Sakai]
Risen, J. (2015, July 10). Outside psychologists shielded U.S. Torture Program, Report
       Finds. *New York Times.* [Sakai]

September 22- School Psychology and the Law
Readings:
JDH- Chapters 2, 4, 5
BP Foundations 31: Best Practices in Applying Legal Standards for Students With
Disabilities

September 29- School Psychology in Social-Political Context
SSMR- Chapters 5, 6, 8
BP Student-Level Services 16: Best Practices in Fostering Student Resilience
Shadowing Visit #1 due

October 6- Fall Break

October 13- School Psychology, Social Justice, and Cultural Competence
Readings:
SSMR- Chapter 4, 16
BP Foundations 1: Best Practices in Increasing Cross-Cultural Competency
BP Foundations 2: Best Practices School Psychologists as Agents of Social Justice
BP Foundations 4: Best Practices in Providing Culturally Responsive Interventions

Section III: Core School Psychology Functions and Practices

October 20- Consultation and Prevention
Readings:
JDH- Chapter 9, Chapter 8, pp. 191-195
SSMR- Chapter 13
BP Foundations 3: Best Practices in Primary Prevention to Diverse Schools and
Communities

BP Data-based & Collaborative Decision Making 29: Best Practices in School Consultation
BP Data-based & Collaborative Decision Making 31: Best Practices in Behavioral/Ecological Consultation
BP Data-based & Collaborative Decision Making 33: Best Practices in Instructional Consultation and Instructional Consultation Teams
Ethics Group #1 and #2 presentation

October 27- Academic Assessment and Intervention
Readings:
JDH- Chapter 6
SSMR- Chapter 10
BP Data-based & Collaborative Decision Making 3: A Comprehensive Framework for Multitiered Systems of Support in School Psychology
BP Data-based & Collaborative Decision Making 7: Best Practices in Universal Screening
BP Foundations 5: Best Practices in Nondiscriminatory Assessment
Ethics group #3 and #4 presentation
Shadowing Visit #2 due

November 3- Mental Health Assessment and Intervention
Readings:
JDH- Chapter 7
SSMR- Chapters 12, 14
BP Data-based & Collaborative Decision-Making 32: Best Practices in School-Based Mental Health/Consultee-Centered Consultation by School Psychologists
BP Data-based and Collaborative Decision Making 39: Best Practices in Establishing Effective Helping Relationships
BP Systems-Level Services 11: Best Practices in Population-Based School Mental Health Services
Ethics Group #5 and #6 presentation

November 10- Family/School/Community Collaboration
Readings:
JDH- Chapter 8, pp.195-204
SSMR- Chapter 15
BP Systems-Level Services 14: Best Practices in School-Community Partnerships
BP Systems-Level Services 32: Best Practices in Reducing Barriers to Parent Involvement
BP Systems-Level Services 33: Best Practices in Partnering With Parents in School-based Services
Shadowing Visit #3 due
Ethics Group #7 and #8 presentations

November 17- The School Psychologist's Role as Developer and Shaper of School Culture
Readings:
SSMR- Chapter 10
BP Foundations 24: Best Practices in Designing and Conducting a Needs Assessment
BP Systems-Level Services 17: Best Practices in Bullying Prevention

November 24- Leadership/Systems Change
Readings:
BP Systems-Level Services 1: Best Practices in Systems-Level Change
BP Systems-Level Services 2: Best Practices in Strategic Planning, Organizational Development, and School Effectiveness
Shriberg, D., Satchwell, M., McArdle, L., & Mills, J. (2010). An exploration of school psychologists' views on effective leadership practice in school psychology. *School Psychology Forum: Research in Practice*, *4*(4), 8-21. [Sakai]
Meyers, A.B., Meyers, J.M., Graybill, E.C., Proctor, S.L., & Huddleston, L. (2012). Ecological approaches to organizational consultation and systems change in educational settings. *Journal of Educational and Psychological Consultation*, *22*, 106-124. [Sakai]
Leader Interview Due

December 1- Class Wrap-Up
Beginning School Psychologist Portfolio Due