Legal, Ethical and Policy Issues & Trends in School Psychology

PSYC 615, Section 001, 3 Credit Hours
Wednesday
9:00-11:45
111 Kinard Hall
Fall 2016

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Office Hours: Monday (1:00-4:00) & Wednesday (2:00-4:00); other times by appointment only

Primary Text:

Jacob, S., Decker, D.M., & Lugg, E.T. (2016). *Ethics and Law for School Psychologists, Seventh Edition.* Hoboken, NJ: John Wiley & Sons. [e-text available from John Wiley website]

Required Supplemental Text:

Boyle, Phil & Burns, Del. (2012). *Preserving the Public in Public Schools: Visions, Values, Conflicts and Choices*. Lanham, MD: Rowman & Littlefield Education. [available from amazon.com]

[Both books will be available in digital format which should save students up to 50% of the cost of hardcover books.]

Supplemental Reading Materials — [Posted on Blackboard]

NASP Comprehensive and Integrated Model of Psychological Service Delivery
IDEA Regulations
North Carolina and South Carolina Special Education Exceptional Student eligibility regulations/guidelines
OCR July 26, 2016 Letter of Clarification**
OCR Students with ADHD and Section 504 Resource Guide**(2016)

*Additional materials (i.e., readings and documentation forms) will be uploaded to Blackboard for use during this class. All candidates are expected to access Blackboard and retrieve these materials as indicated in the syllabus

COURSE DESCRIPTION
The first seminar in School Psychology provides entering graduate candidates with a broad, descriptive overview of School Psychology as a profession. It will introduce to some and

reintroduce to others the organization and operation of public schools and school systems. During the semester we will examine and discuss the following: (1) current and historical perspectives on the practice of School Psychology; (2) ethics standards of conduct for professional practice; (3) Federal laws and State regulations governing psychological services and the provision of educational services to students with disabilities, and (4) current issues and trends related to children and youth, and public education that impact how school psychologists practice. Attention will be placed on recognizing and understanding the diverse characteristics and needs of public schools and the diverse students, families and communities whose needs public schools and school psychologists strive to meet.

This course includes a practica component designed to:

1. Introduce graduate candidates to the state associations (NC and SC) for School Psychology.
2. Begin to orient graduate candidates to the complex organizational structure of school districts and familiarize them with how school psychological services fits within that system.
3. Provide an opportunity for graduate candidate to become familiar with some of the community agencies/services available for children, youth, and families in the immediate areas near their future traineeship/internship sites.

CANDIDATE LEARNING OBJECTIVES:
At the end of this course candidates will:

1. Demonstrate knowledge of the history of school psychology.
2. Acquire a functional understanding of the current NASP practice model.
3. Develop working knowledge of the ethical and professional standards for conduct as delineated by NASP for the field of School Psychology.
4. Develop an understanding of potential professional ethical dilemmas encountered by school psychologists within schools and develop sensitivity and problem-solving skills for making decisions in such situations.
5. Acquire working knowledge of Federal laws and State regulations applicable to school psychological practices and the delivery of educational services to students with disabilities.
6. Gain familiarity with current issues in school psychological service delivery with an emphasis on the role of school psychologists in supporting and mobilizing service providers in meeting the educational, social, and mental health needs of children and youth.
7. Become familiar with the organization and operation of school systems, with an emphasis on trending issues in educational policy, school reform, and K-12 curriculum/instruction.

Important/Useful Websites:

▪ NASP	http://www.nasponline.org
▪ SCASP	www.SCASPweb.org

	NCSPA	www.ncschoolpsy.org
▪	IDEA Information	www.ed.gov.offices
▪	U.S Office of Special Education:	www.osepideasthatwork
▪	National Center for Educational Outcomes	www.coled.umn.edu/NCEO
▪	National Information Center for Children and Youth with Disabilities (NICHCY)	www.nichcy.org

Course Requirements:

o **Participation and professionalism**: Discussion and peer feedback are an integral part of this course. Seminar courses should encourage candidates to actively engage in an exploration of issues in a particular area and the exchange of ideas and information. While random discourse and discussion can be interesting, the goal of this course is to begin the process of critically examining the nature of schools and the provision of psychological services to children, families, and school personnel. Class time will be devoted to discussing issues, concerns, and ideas raised by the assigned readings. Possible implications for school psychologists and school personnel will be emphasized. Candidates are encouraged to share their perceptions, personal experiences or other information they come across that relates to various issues and trends presented in the books selected.

It is hoped that by having an honest, thought provoking discussion about the issues related to children, families and education, all will be enriched, challenged, and enlightened by the process. Remember: active intellectual discourse is necessary for continued growth within any chosen profession.

All candidates are expected to come to class weekly, arrive on time, and be prepared to actively participate in all discussions. Various viewpoints, experiences, and questions are encouraged and will be respected by all class members. Disagreement, while welcome, should be framed within the context of respectful dialogue, a positive exchange of ideas and constructive and supportive feedback will enhance skills develop among each class member. If a candidate repeatedly arrives late for class or displays unprofessional/disrespectful behavior during class (including, but not limited to: texting, reading and/or sending email or Instagram, or Facebook post, etc.) that candidate's participation grade will be reduced by 50%. Candidates who exhibit exemplar participation across the semester will be given special consideration in cases of a final borderline grade.

   ✓ *Participation/Professionalism is worth 10 points* (3% of final grade)

o **Legal and Ethical Issues Analysis and Decision Making Sessions:** To facilitate and encourage candidates to explore and think critically about ethical issues, case studies will be used. During the second third of the semester, the class will turn its attention to examining Federal and state laws and regulations governing serves to students with disabilities, the

NASP Principles for Professional Ethics, state ethics committee rules and regulations, different models for ethical reasoning and the specific content within the NASP ethical codes.

Case study will serve as the basis of our weekly discussions and analysis, with both individual and team activities, oral and written analyzes required of candidates.

The following Graded components will be included
- In-class Case-study Analysis (team activities)
- Two (2) Written Case-study Analyzes Homework Assignments (Individual activity)
- Two Mock "State Ethics Board" committee exercises
  (For the "State Ethics Board" exercises, 6 candidates will randomly be chosen the week of the exercise. The "board" and another candidate to serve as the accused school psychologist will be emailed a copy of the formal ethics complaint two days before the class exercise.)

- ✓ *In-class Case-study Analysis is worth 30 points* (3% of final grade)
- ✓ *Written Case-study Analysis Homework is worth 25 points each* (5% of final grade)
- ✓ *Mock State Ethics Board Exercise is worth 75 points* (10% of final grade)

o **Individualized Practica Experiences**
The practica component for this course is designed to expose each candidate to the organization and operation of schools and school systems in the immediate area as well as relevant community programs/agencies. For this requirement, you will complete a series of interviews, observations, and/or hands-on experiences in a variety of school settings that will help prepare you for future practica and internship experiences, and for work as a school psychologist. Forms for reporting and evaluating these practica experiences will be posted on Blackboard.

Settings for the school based practica component include:

Charlotte-Mecklenburg Schools (NC)
Fort Mill Schools (SC)
Rock Hill Schools (SC)
York District One Schools (SC)
Clover Schools (SC)
Gaston County Schools (NC)

1. Shadow/Interview School Psychologist Practitioner:
Each candidate will interview/shadow school psychologists in 3 districts where the program has interns and trainees. Each experience should last at least 2 hours. At least one school psychologist shadowed should have primary responsibility for serving preschool or high school. You may not shadow or interview interns or trainees in any school district. The goal is to gain insight from a current practitioner with knowledge of the schools, community served and challenges of day-to-day professional practice.

✓ *3 interview/shadow summaries are worth 60 points total* (10% of final grade)

2. Attend professional conference:

Candidates will get their initial exposure to the state's professional association for school psychologists by attending the Fall Conference of the South Carolina Association of School Psychologists (SCASP) in Columbia, SC. Topics and registration information will be provided in class and discussed. It is each candidate's responsibility to register for the conference, make travel arrangements for attending the session on Oct. 2nd.

✓ *Attending SCASP Conference is worth 35 points* (5% of final grade)

3. Community/Family Resources Investigation

The ability of families, schools, and other socialization institutions to respond to the diverse needs of children often depends on access to community resources and support services. The school psychologist must be prepared to serve as a "resource link" for children, families, and school personnel to assure that the educational, developmental, health, and mental health needs of children are met. To begin your preparation for this role, the investigation of community resources available for children, youth, families, and schools is necessary. Each candidate is to complete a web-based search of community resources that are available for children (all ages), parents, and/or families. These should include, but not be limited to mental health services, support groups, specialized programs such as "Time out Youth." (You may include both private and state agencies.)

Candidates will submit a list of the 15 internet resource for community resources/agencies he/she feels will potentially be helpful during traineeship and internship available to meet the social/emotional/mental health needs of children and families. These resources should be located in the immediate areas: (North and South Carolina); York and Lancaster counties (SC); Cleveland and Mecklenburg counties (NC); cities/towns in these counties.

- No more than three (3) national websites may be included on the list.
- All website address links must be provided
- A brief written synopsis of type services/programs information provided by each site is required.

✓ *Annotated list of internet resource links are worth 25 points* (4% of final grade)

- **In-depth Research and Team Presentation Session**
  An integral part of your training in school psychology will come from information gathered through independent research and study relevant to the discipline. The goal is to expand each candidate's knowledgebase beyond the information provided in the texts for this class by exploring computer-based data bases, blogs, journal articles, books, and Internet sites that might be useful in areas that relate to school psychology specifically and education in general.

The Americans across the country are engaged in an ongoing discussions and debates about our public school system and how best educate our children. This year we will examine some of the philosophical questions about the role of "public school" in our country. **During the last six weeks of the semester we will focus our discussion around the issues presented in the supplemental book *Preserving the Public in Public Schools: Visions, Values, Conflicts and Choices.***

Candidate teams will be randomly assigned chapters from the book to use as topics and starting points for research. Each team **will conduct their own updated, in depth research** into the issues and questions raised in their preassigned chapters from *Preserving the Public in Public Schools.* Special attention should be given to presenting updated evidence-based facts about the education policies and practices related to the information discussed in the chapter. As relevant, a focus on where and how school psychological services (school psychologists) might fit into these issues should be included.

Although skills in research and information gathering are beneficial, the effective sharing of the knowledge gathered is a skill being required more and more of school psychologists. To begin your skill development in effectively sharing evidence-based information with others in group settings, each team is required to develop and give a presentation based upon of their research.

Presentation Requirements:

1. **Each Team must develop and lead a 2 hour and 15-minute presentation on the issues drawn from their assigned chapters.** The team is responsible for determining which issues presented in their assigned chapters to highlight/focus on during their presentation. Classmates and the professor will evaluate the quality of the information presented using a rubric to be provided. The presentation should last 2 hours, followed by a 15-minute structured class discussion related to the topic.
2. **Each Team must select 3 readings related to their topic**: *two (2) readings must be from any relevant journal and one (1) may be from popular media (i.e., newspaper, blog, magazine, etc.).* These readings will serve as the assigned readings for the class. *These readings must be selected and shared with peers and professor via email two (2) weeks prior to the date assigned for the Team's presentation.*
3. **Each Team is required to use PowerPoint or Prezi to prepare and present their research findings to the class.** The ability to use technology to share information is an increasingly valuable skill for school psychologists to possess. To demonstrate your proficiency and effective use of technology to present and share information, the use of PowerPoint of Prezi is required. During this presentation, each team member must supplement the information on their slides, not simply read the slides as written. A few short video clips may be embedded and used to enhance the presentation, but clips must not run more than 10-minutes in total and no more than two (2) clips can be used. It is not necessary to provide classmates with copies of your PowerPoint or Prezi slides; however, you may want to provide an outline of information to be discussed to facilitate note taking.

4. **Each Tea must develop an annotated bibliography and abstract of their research findings** (See requirements below). <u>The candidate will email classmates a copy of their abstract and bibliography the night before their presentation</u>.
<u style="color:red">Annotated Bibliography Requirements:</u>

   a. **Minimum of 20 references**: 10 must be from journals, the remainder may be from websites, books, or popular press sources.
   b. Citations are to be typed and formatted using the most recent edition of the APA's Publication Manual.
   c. Each reference is to include a short 1-2 paragraph annotation providing an overview of the journal article or the type of information available from the website.
   d. All journal citations must be recent (e.g., nothing earlier than 2012).
   e. Include a cover sheet and brief two-page abstract about your topic area.
   f. Bibliographies must be posted to Blackboard 2-days before the Team presentation for grading.

5. **Each Tea will develop three (3) essay questions based on their research and presentation**. <u>These questions will be used to develop the final exam.</u> The Team should steer away from questions that require peers to simply memorize isolated facts/information presented and develop questions that require critical thinking, analysis, and integration of the information presented. ***(Questions <u>and</u> optimal answers are to be emailed to the profession the day the Team presents.*** <u>(Questions are not to be distributed to or discussed with peers.)</u>

   - Peers and professor will share grading responsibilities for each team led discussion session. (The grading rubric will be posted on Blackboard)
   - ✓ *Individual Presentation Session is worth 100 points* (25% of final grade)
   - ✓ *Annotated Bibliography is worth 50 points* (5% of final grade)
   *Grading of technology use/skills is included within the Presentation session grading criteria.

- **Exams**

Mid-Term: The mid-term exam will be essay format comparable to the program's comprehensive exam. It will require candidates to integrate and apply the material presented at the beginning of the semester. **The exam will focus on assigned chapters from the textbook, lectures, and class discussions. The mid-term exam will be uploaded to Blackboard and available Oct. 10th – 14th only, with a restricted access time of 2 hours. 45 minutes for each candidate**.

   - <u>*Each candidate will need to arrange a day and time with the professor to take the mid-term.</u>
   - The professor will set Blackboard to make the exam to be available on in the day and time each candidate selects.
   - Responses to the mid-term exam are to be typed directly into Blackboard for grading.

✓ *The mid-term exam is worth 75 points* (15% of final grade)

Final Exam: The final exam will be based on the information presented during candidate discussion sessions. It will utilize both candidate developed questions and professor generated questions.

- The final exam will be posted to Blackboard and completed within Blackboard on Dec. 10th during the posted exam time only.
- The exam will be composed of selected candidate developed questions.
- This exam is comprehensive, requiring integration of information across the semester.

✓ *The final exam is worth 75 points* (15% of final grade)

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 competence beyond course requirements exceptional analytical thinking and oral discourse during class discussions	90 - 94
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	70 - 73

	demonstrated; adequate performance on assignments; low/below average performance during presentation and on tests.	
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%

Academic Integrity & Responsibility

Academic dishonesty is a serious offense and may result in the candidate receiving an F for the course. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner that is not authorized by the professor in the creation of work to be submitted for academic evaluation. For additional information, candidates should see Winthrop's Student Handbook available online.

Students with Disabilities

Winthrop University is dedicated to providing access to education. If you have a disability which may adversely impact your ability to access academics and/or campus life, and you require accommodations to complete this course, contact the Office of Accessibility (OA) at 323-3290 or assessibility@winthrop.edu. Once you have your official notice of accommodations from the Office of Accessibility, please inform me as early as possible in the semester.

Tentative Class Schedule

(Topics are subject to change with professor announcement)

Phase 1	The Journey Towards a Professional Identity

August 24   Introductions and course overview

Yesterday when we were young: A Brief History of School Psychology

- Reading Assignment
1. Syllabus

August 31   Yesterday when we were young: A Brief History of School Psychology (continued)

- Reading Assignment
1. Theodore, L.A., Hughes, T.L., Kaufman, j. (2010). *Developing Professional Identity: Values, behavior and reputation.* In Handbook of Education, Training and Supervision of Psychologists in School and Community, Vol II. [In Supplemental Folder on Blackboard]

September 7   Maturing of the Profession—Roles, Training and Model Practice: A Model

- Reading Assignment
1. *Model of Comprehensive and Integrated School Psychological Services*. (2010). NASP. [posted in Supplemental Folder on Blackboard]

2. NASP Position Papers [Folder posted on Blackboard]

September 14   Educating Students with Disabilities: Laws, Regulations and Challenges

- Reading Assignments
1. NCLB Folder [posted on Blackboard]
2. IDEA, ESSA, FERPA, etc. Folder [posted on Blackboard]

September 21   Educating Children with Disabilities: continued

- Reading Assignment
1. *Jacob, et al, Chapter 2*
2. Mason-Williams, L. (2015). *Unequal Opportunities: A Profile of the Distribution of Special Education Teachers.* Exceptional Child, 81(2). [In Supplemental Folder on Blackboard]

Phase 2	Exploring the Legal and Ethical Complexity of Professional Practice

September 28 Regulation of Professional Practice: Ethical Codes and Professional Conduct
- o A Multi-Paradigm Approach to Ethical Dilemmas
- o Overview of the NASP Ethical Code

- Reading Assignment
1. *Jacob et al*, Chapters 1, 4, 8

October 5* **SCASP Conference in Columbia (No class Oct. 5th)**

(Class will meet Oct 7th in Columbia for conference; attendance required)

Mid-term exam available Oct. 3-6 only*
(posted on Blackboard; see Syllabus for details)

October 12 Framework for Ethical Decision Making: Case Studies

- o Personal Codes vs Professional Codes
- o Equality vs Equity
- o Privacy vs Safety
- o In-class analysis activities
- o Written Case-study Analysis Assignment 1

- Reading Assignment
1. *Jacob et al*, Chapters 3 & 6

October 19 Ethical Problem Decision Making: So what if I don't follow the NASP Ethics?
- o Overview of How State and National Ethics Committees work
- o Case-study Decision Making Continues
- o Written Case-study Analysis Assignment 2

- Reading Assignment
1. *Jacob et al*, Chapters 7, 9, & 10
Written Case-study Analysis HW #1 due [Must post to Blackboard by class time]

October 26 **Mock Ethics Committee Graded Exercise 1** (1hr., 15 minutes):

- ▪ Committee Members TBA, Accused TBA

Mock Ethics Committee Graded Exercise 2 (1 hr., 15 minutes)

- ▪ Committee Members TBA, Accused TBA

Written Case-study Analysis HW #2 due [Must post to Blackboard by class time]

Phase 3	Trends in Public Education and Education Policy

November 2   Presentation 1: Viewing Public School Through Different Value Lens [Boyle & Burns Part 1- Chapter 4]

       Presenters:

- *Assigned Selected Readings: TBA*

Community /Website Resources Due

November 16   Presentation 2: What is Equitable About Public Education? [Boyle & Burns Chapters 5-7]

       Presenters:

- *Assigned Selected Readings: TBA*

November 19   Presentation 3: For What Purpose and Towards What Ends Do We Invest in Public School? [Boyle & Burns Chapters 8-9]

       Presenters:

- *Assigned Selected Readings: TBA*

Shadowing Summaries Due

November 23*   **Thanksgiving Break—No class***

November 30   Presentation 4: Who Should Govern Public Schools? [Boyle & Burns Chapters 10-Conclusion]

       Presenters:

- *Assigned Selected Readings: TBA*

December 9*   **Final Exam (8:00am)**
(Posted on Blackboard; details to TBA)

Winthrop School Psychology Program

Syllabus Addendum for PSYC 609

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.

NASP Domains of Training and Practice	Course Focus	Assessment Methods
2.1 **Data-Based Decision-Making and Accountability** • 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.	**This domain is**: ☐ Not a focus of the course ☐ A minor focus of the course ☒ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☒ Papers ☐ Candidate presentations ☒ Graded simulations Other: Please describe
2.2 **Consultation and Collaboration** • 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.	**This domain is**: ☐ Not a focus of the course ☒ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☒ Graded simulations Other: Please describe

2.3 **Interventions and Instructional Support to Develop Academic Skills** • 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 a focus of the course ☐ A minor focus of the course ☒ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☒ Papers ☐ Candidate presentations ☒ Graded simulations Other: Case Studies
2.4 **Interventions and Mental Health Services to Develop Social and Life Skills** • 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.	**This domain is**: ☐ Not a focus of the course ☒ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☒ Graded simulations Other: Please describe
2.5 **School-Wide Practices to Promote Learning** • 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.	**This domain is**: ☐ Not a focus of the course ☐ A minor focus of the course ☒ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☒ Papers ☐ Candidate presentations ☒ Graded simulations Other: Shadow School psychologist in 3 districts

2.6 **Preventive and Responsive Services** • 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.	**This domain is**: ☒ Not a focus of the course ☐ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☒ Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe
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.	**This domain is**: ☒ Not a focus of the course ☐ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☒ Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe

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.	**This domain is**: ☐ Not a focus of the course ☐ A minor focus of the course ☒ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☐ Not applicable ☐ Exams ☒ Papers ☐ Candidate presentations ☒ Graded simulations Other: Please describe
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.	**This domain is**: ☒ Not a focus of the course ☐ A minor focus of the course ☐ A major focus of the course	**Knowledge and skills in this domain are assessed with:** ☒ Not applicable ☐ Exams ☐ Papers ☐ Candidate presentations ☐ Graded simulations Other: Please describe

| 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. | **This domain is**:
☐ Not a focus of the course
☐ A minor focus of the course
☒ A major focus of the course | **Knowledge and skills in this domain are assessed with:**
☐ Not applicable
☒ Exams
☒ Papers
☐ Candidate presentations
☒ Graded simulations
Other: Please describe |