

## **PSY- 406: Essentials of School Psychology (3CHS)**

**Prerequisite:** None

### **Course Description:**

This course is intended for undergraduates who are considering careers in applied areas of psychology, specifically focusing on school psychology. This course will provide an introduction to historical issues in psychology and education and how the discipline of school psychology emerged. The purpose is to develop student's understanding of schools psychology as a specialty and to provide an overview of contemporary beliefs and issues related to the practice of professional school psychology.

### **Course Objectives:**

This course will facilitate students to:

- Identify the roles and functions of school psychologists.
- Demonstrate knowledge of the history and contemporary status of the field of school psychology
- Demonstrate knowledge of legal and ethical foundations that govern the profession.
- Articulate personal goals for professional and career development.

### **Course Learning Outcomes:**

By the end of the course the students will be able to

- Explain background of historical issues in psychology and education.
- Critically analyze similarities and difference between various specialties in professional psychology (e.g., counseling psychology, school psychology etc.).
- Demonstrate knowledge of beliefs (e.g., diversity, evidence-based practice) related to the practice of professional school psychology.
- Demonstrate a sensitivity to and insight about current professional issues (e.g., disabilities, gender, mental health) in school psychology.
- Apply ethical issues related to the practice of school psychology through a case study approach.

**Course Contents:**

- Understanding School Psychology as a Specialty
- Historical Developments of School Psychology
- Professional Identity and Origins of School Psychology Practice
- Understanding School Psychology Roles
- Serving Parents, At-Risk Children, and Families
- Understanding the Dynamics of Relationship in School Context
- Learning Styles and Multiple Intelligence
- Working with Special Populations
- Handling/Managing Special Crisis Situations in School Settings

**Textbook:**

- Melissa A. B., & Thomas J. K. (2013). The Oxford Handbook of School Psychology. Oxford University Press.

**Reference Books:**

- Thomas, A. and Grimes, J. (Eds.). (2009). Best practices in school psychology V. Bethesda, Maryland: NASP.
- Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2006). School psychology for the 21st century: Foundations and practices. New York: Guilford Press