

# Minnesota State University Moorhead

## PSY 601: Foundations of School Psychology

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: 0

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: None

An introduction to school psychology as a profession and to education as the primary arena within which school psychologists operate. Topics covered include historical foundations of school psychology and education, current status of education, introduction to special education, legal and ethical issues, and professional roles of school psychologists. Emphasis on the relationship of this foundational content to the provision of equitable educational services to diverse populations. The relationship of school psychologists to other educational and mental health team members, including parents, is addressed.

**B. COURSE EFFECTIVE DATES:** 01/02/2022 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Historical foundations of school psychology and the related areas of psychology and education
2. Professional roles and practices of schools psychologists
3. Major litigation and legislation, especially related to special education, impacting the provision of educational services to students
4. Child find and due process procedural requirements related to the current version of the Individuals with Disabilities Education Act
5. Content and application of professional ethics codes relevant to school psychologists
6. The roles of decision-making teams, including parents, in school settings

#### **D. LEARNING OUTCOMES (General)**

1. Demonstrate a basic understanding of the concept of teaming within schools.
2. Describe the roles of other team members, including parents.
3. Articulate basic underlying concepts related to equitable practices for diverse student populations.
4. Understand the history of educational equity as a civil right.
5. Articulate an understanding of one's own perspectives in relation to diverse populations.
6. Identify key issues and events in education and special education that impact the role of the school psychologist, including basic provisions of major court cases and legislation.
7. Demonstrate understanding of, and respect for, the role of parents in Due Process procedures.
8. Demonstrate knowledge of the legal and ethical rights of parents and students.
9. Discuss the role of professional organizations, and be able to locate professional materials to address professional practices issues.
10. Identify historical influences from psychology and education on the development of school psychology.
11. Identify key events and people in the development of school psychology.
12. Discuss the role of ethics in professional practice.
13. Identify and apply the ethical principles and standards of professional practice of NASP and APA.
14. Discuss professional issues related to the present and future functioning of school psychologists.
15. Identify ethical issues in relation to the use of technology.

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

None

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted