

SPSY 6906 - Role and Function of the School Psychologist

Summer 2026 Syllabus, Section 01, CRN 30221,

Credit hours: 3

Instructor

Carrie Jackson

Professional Qualifications:

Ed.D. (Youngstown State University, 2026), D.Ed. (Indiana University of Pennsylvania, 2013), BCBA (Penn State University, 2005)

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Communication Expectations:

I respond to all emails by the next business day.

How to Refer to me:

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Course Description

6906. Role and Function of the School Psychologist. This course provides an overview of the professional concerns and issues school psychologists face working in public school systems. Additionally, orientation for field-based practicum and internship experiences will be discussed, as well as future responsibilities for employment as a school psychologist. Historical, legal, professional, and ethical issues pertaining to the role and function of a school psychologist will be reviewed. Prereq.: MEd in Intervention Services Candidate. 3 s.h.

Upon completion of this course, students will have a working knowledge and in-depth understanding of the profession of school psychology. This knowledge and understanding will provide the framework and basis upon which they will build the skills and knowledge required for entrance into the internship experience.

Course Readings

Group	Title	Author	ISBN
Required	School Psychology, Second Edition	Grapin, S. L. & Kranzler, J. H.	
Optional	School Psychology for the 21st Century: Foundations and Practices, Third Edition	Merrell, K.W., Ervin, R.A., & Gimpel-Peacock, G.A.	
Optional	Case studies in school psychology: Applying Standards for Professional Practice, Second Edition	Rahill, S.A. & Kaiser, L. T.	

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Day	Date	Reading(s)	Proposed Topic	Due/To Prepare for Class
Tue	6/30	None	Program Orientation, Course Overview (F2F)	Review of Course Syllabus
Thu	7/2	Chapter 1	Introduction to the Field of School Psychology (VIRTUAL - https://ysu.webex.com/meet/crjackson01)	Identify Presentation Groups; Case Study
Tue	7/7	Chapters 2 & 3	Historical Context of School Psychology; Multi-Tiered Systems of Support (MTSS) and Data-Driven Problem Solving (VIRTUAL - https://ysu.webex.com/meet/crjackson01)	Case Study
Thu	7/9	None	Presentation: Why I decided to become a school psychologist (F2F)	Individual Presentations
Tue	7/14	Chapter 4	Diversity & Multicultural Issues in School Psychology (VIRTUAL - https://ysu.webex.com/meet/crjackson01)	Assigned Readings
Thu	7/16	Chapters 5 & 6	Training and Credentialing; School Psychology: Employment, Opportunities, & Challenges; 2020 NASP Professional Standards Review (F2F)	Assigned Readings
Tue	7/21	None	NASP Online Activities; Practitioner/Educator Interviews; Group Presentation Preparation (NO CLASS MEETING)	Project/Presentation Work; Paper Due for NASP Online Activities Project
Thu	7/23	Chapter 7; NASP Ethical Problem Solving Worksheet	Legal & Ethical Issues in School Psychology (F2F)	Breakout Group Discussions – Ethical Dilemmas; Case Study
Tue	7/28	Chapters 8 & 12	Assessment; Research & Evaluation (VIRTUAL - https://ysu.webex.com/meet/crjackson01)	Case Study
Thu	7/30	Chapters 9 & 10	Prevention & Intervention (Academic Performance & Social-Emotional, Behavioral & Mental Health) – (F2F)	Apply for OSPA Membership; Case Study
Tue	8/4	Chapter 11	Consultation; Systems Change; Exam Review (VIRTUAL - https://ysu.webex.com/meet/crjackson01)	Case Study
Thu	8/6	None	Final Exam; Discussions regarding School Psychologist/Educator Interviews (F2F)	Exam; Share Interview Findings with Class
Tue	8/11	None	Candidate Presentations (Role of the School Psychologist); Course Evaluation (VIRTUAL - https://ysu.webex.com/meet/crjackson01)	Group Presentations
Thu	8/13	None	Final Project (NO CLASS MEETING)	Final Project (Personal Position Papers) - UPLOAD TO SL&L

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.