

SPSY 7509 - Family, School, Community Systems

Summer 2026 Syllabus, Section 01, CRN 30133,

Credit hours: 3

Instructor

Dana Elmquist

Professional Qualifications:

Ph.D., School Psychology, Indiana University of Pennsylvania, 2021

Master's, Educational Psychology, Indiana University of Pennsylvania, 2019

Bachelor's, Education, Clarion University of Pennsylvania, 2015

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Communication Expectations:

Two business days

How to Refer to me:

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Course Description

7509. Family, School, & Community Systems. This course helps candidates understand how school psychologists interact within and among various systems to identify patterns of needs; plan and implement individual, family, and system wide interventions; and conduct program evaluation.

Candidates are expected to engage in various experiential activities to enhance their professional roles in the community and schools, and through their work with families. Prereq.: Selected Candidate in Masters of Education in Intervention Services. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	Advances in Family-School-Community Partnering	Gloria E. Miller, Amanda Arthur-Stanley, and Rashida Banerjee	9781351384780

Required Selected Readings (provided in Blackboard):

Cuiccio, C., & Husby-Slater, M. (2018). *Needs assessment guidebook: Supporting the development of district and school needs assessments*. American Institutes for Research.

Garbacz, S. A., Herman, K. C., Thompson, A. M., & Reinke, W. M. (2017). Family engagement in education and intervention: Implementation and evaluation to maximize family, school, and student outcomes. *Journal of School Psychology, 62*, 1–10. <https://doi.org/10.1016/j.jsp.2017.04.002>

Harrison, P. L., Proctor, S. L., & Thomas, A. (Eds.). (2023). *Best practices in school psychology: Student systems and family services* (7th ed.). National Association of School Psychologists. Referred to in course schedule as BP SSFS (2023)

Harrison, P. L., & Thomas, A. (Eds.). (2014). *Best practices in school psychology: System-level services* (6th ed.). National Association of School Psychologists. Referred to in course schedule as BP SLS (2014)

McCawley, P. F. (n.d.). *The logic model for program planning and evaluation*. University of Idaho Extension.

Thompson, D., Coleman, S., Goldschmidt, E., & Jamieson, L. (2008). Guidelines for school needs assessment interview. *Communiqué, 37*(1). National Association of School Psychologists.

U.S. Department of Education. (2013). *Partners in education: A dual capacity-building framework for family–school partnerships*. SEDL & U.S. Department of Education.

Optional Readings:

Epstein, J. L. (2018). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (3rd ed.). Routledge.

Advancing consultation and family, school, and community collaboration in school psychology. (2024). *International Journal of School & Educational Psychology*. <https://doi.org/10.1080/2372966X.2024.2325294>

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

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
6/30	Review Syllabus Miller (2022) Ch. 2 U.S. DOE (2013) Garbacz et al. (2017)	Review Syllabus; Foundations of Family-School-Community Systems	Chapter 2 Reflection (7/2) Access to Microsoft Suite (7/2)
7/7	Miller (2022) Ch. 1 & 3 BP SSFS (2023) Ch. 35 BP SLS (2014) Ch. 30, 32, 33, 35	Designing MTSS-Aligned Family-School Community Systems	Chapter 1 & 3 Reflections (7/9)
7/14	Miller (2022) Ch. 4 & 5 BP SSFS (2023) Ch. 16 & 17 BP SLS (2014) Ch. 34 Cuiccio & Husby-Slater (2018) Thompson et al., (2008) McCrawley (n.d.)	Designing MTSS-Aligned Family-School-Community Systems	Chapter 4 & 5 Reflections (7/16)
7/21	BP SLS (2014) Ch. 1 & 3	Implementation & Evaluation of Systems Change	FSC Systems-Wide Initiative Action Plan Due to Instructor (7/23)
7/28	Miller (2022) Ch. 6-10 BP SSFS (2023) Ch. 34	Chapter Presentations and Case Study	Ch. 6 & 7 (7/28); Ch. 8-10 (7/30)
8/4		Work Week	
8/11		Systems Initiative Presentations (8/11) Course Reflections (8/13)	Systems Initiative Paper and Presentation due to BB and SL&L (8/11) Course Content and Presentations Reflection (8/13)

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.