

Seminar in School Psychology
PSYC 594 – Hybrid Seminar
Fall 2021

Instructor:	Dr. Elizabeth McKenney	Class Time*:	Thursday, 9:30 am – 12:20 pm
Contact:	ext. 3430 elmcken@siue.edu	Meeting Location:	AH 0401 or online*
		Office Hours:	By appointment

*Check the course calendar carefully to determine when the class is meeting online and when the class is meeting in-person.

Course Description

This course is designed as an introduction to the laws, ethical guidelines, and professional issues that shape applied psychological work with children and adolescents. Because schools are an important context in which most children learn and develop, all professionals who seek to work with children and adolescents need to be familiar with the unique challenges, opportunities, and constraints that derive from providing psychological services within schools. Course content will cover the emergence of the profession of school psychology, its transition over time, continuing issues in school psychology role change, legal and ethical concepts of importance to the field, and the development of individual identity as an ethical psychologist who is committed to children's best interest. Class time will be spent on lecture and presentations; student led discussion will be heavily emphasized. Both formal assignments and discussions are designed to encourage and increase student participation. Conducting a critical analysis of each reading and providing substantive contributions to class discussions are necessary to succeed in this course.

Required Texts

- Branstetter, R. (2012). *The School Psychologist's Survival Guide*. San Francisco: CA: John Wiley and Sons, Inc.
- Jacob, S., Decker, D. M., & Hartshorne, T. S. (2016). *Ethics and Law for School Psychologists, 7th Edition*. Hoboken, NJ: John Wiley and Sons, Inc.
- Lopez, E. C., Nahari, S. G., & Proctor, S. L. (2017). *Handbook of Multicultural School Psychology: An Interdisciplinary Perspective*. New York, NY: Routledge.
- Song, S. Y., Miranda, A. H., Radliff, K. M., & Shriberg, D. (2019). *School Psychology in a Global Society: Roles and Functions*. Bethesda, MD: National Association of School Psychologists.

Required Readings

- Bahr, M. W., Leduc, J. D., Hild, M. A., Davis, S. E., Summers, J. K., & McNeal, B. (2017). Evidence for the expanding role of consultation in the practice of school psychologists. *Psychology in the Schools, 54*, 581 – 595. doi: 10.1002/pits.22020
- Lockwood, A., & Coulter, A. (2017). Rights without labels: Thirty years later. *NASP Communique, 45*, <https://www.nasponline.org/publications/periodicals/communique/issues/volume-45-issue-6/rights-without-labels-thirty-years-later>.
- McKenney, E. L. W. (2021). Reckoning with ourselves: A critical analysis of White women's socialization and school psychology. *School Psychology Review*.
- Truong, D., Tanaka, M. L., Cooper, J., Song, S. Y., Talapatra, D., Arora, P., Fenning, P. A., McKenney, E. L.

W., Williams, S. Stratton-Gadke, K. K., Jimerson, S. R., Pandes-Carter, L., Hulac, D. M., García-Vazquez, E. (2021). School psychology unified call for deeper understanding, solidarity, and action to eradicate anti-AAPI racism and violence. *School Psychology Review*.

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https://tsp.wildapricot.org/resources/Documents/Final%20Unified%20Statement_4_30_21.pdf

NASP Standards for Graduate Preparation of School Psychologists (2020) Addressed:

Standard 2, Domain 5

School psychologists understand systems structures, organization, and theory; general and special education programming; implementation science; and evidence-based, school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Standard 2, Domain 8

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics and the impact they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education 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 through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities.

Standard 2, Domain 10

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 provide service 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 effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

<https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>

Course Goals and Structure

In this course, there are four primary goals for students' learning, such that students will have strengthened their skills in each of these areas by the end of the semester. The course schedule is designed to allow for exploration of each of these skill sets across multiple topics, so that students are simultaneously developing their competency in each area throughout the semester.

Goal One: Students will become oriented to the professional practice of psychology with children and adolescents.

Goal Two: Students will understand the ethical principles that are of high importance to the field, especially their responsibility to monitor and further their own development throughout their careers.

Goal Three: Students will know the major tenets of federal laws affecting the practice of psychology with children and adolescents, and how to find and apply state law and local policy to their work.

Goal Four: Students will be familiar with the challenges involved in the professional practice of school psychology. These challenges include the responsibility of monitoring and advocating for social justice in the school and community environments in which children learn and develop.

Course Assignments

SQ3R notes. Students should use the SQ3R note-taking tool for each day assigned. This format is just designed to facilitate students' learning the reading material and being able to participate in class discussions, and is not intended to be a work intensive, perfectly polished product. Thus, grades are based on completion rather than content. I look forward to seeing students' thoughts, critiques, connections in note form. Please make sure to write the questions at the end of the assignment in full sentences, so that I can plan class lecture and discussion around areas in which additional clarification is needed.

Law and ethics quizzes. Students will take two online quizzes covering essential information from the *Ethics & Law* textbook. Each quiz will be "open" on BB for one week, beginning at the end of class one week and finishing at the beginning of class the next. Students are welcome and encouraged to use their notes and their book while completing these quizzes.

Ethical problem-solving worksheet and paper. Students will receive a scenario describing an ethical challenge in class, and they will complete a draft version of the NASP Ethical Problem-Solving Worksheet (available on BB) and turn it in to the instructor. The instructor will provide feedback, and, using the worksheet and feedback, students will develop a 6 – 8 page, double spaced paper elaborating on each section of the problem-solving worksheet and considerations relevant to that section. The paper should end with a 1 – 2 page discussion of how the ethical principles, legal considerations, and steps taken to develop a response to the ethical dilemma relate to class materials and discussions on social justice and cultural responsiveness. Citations of course materials and other relevant sources should be included throughout, and APA formatting should be used in all citations and on the references page. When students submit their paper, they will receive a rubric, and will grade their work using the rubric. The following week, upon submitting the self-graded rubric, students will schedule a time to meet with the instructor to compare the graded rubrics and discuss the final assigned grade.

Self-care assignment. Following an in-class discussion of the importance of self-care and strategies for doing so, students will complete a self-care assignment over the course of several weeks. The assignment will involve targeting one area for self-care and tracking progress toward improvement in that area over time. Upon submitting their self-care assignment, students will be prompted to reflect on how engaging in self-care can support their well-being and efficacy as mental health professionals.

Next challenges presentation. At the end of the semester, students will present to the class about one topic discussed during the semester that is of particular interest to them. Students should

coordinate these topics with the instructor approximately two weeks before the final presentation day. The presentation will include an overview of the topic, what makes it interesting to the presenter, remaining issues/questions in need of further research and/or practice advancements, and how the student plans to engage in such activities in their future career. Presentations should be **no more than 10 minutes**, to allow a few minutes for questions and discussion.

Class participation. High-quality discussion of course readings is essential to ensuring mastery of the material covered in this course. Each class, regardless of whether we are online or meeting in-person, students are expected to identify at least one point from **each of the day's** readings to raise during in-class discussion. Preparation of more than one topic is encouraged, in case a peer selects a similar/overlapping discussion point. Participation will be graded on the following scale.

Participation Rubric

5 points	The student attended class but did not participate in discussion more than six times during the semester. Discussion of self-assigned key points during each class was cursory.
10 points	The student participated during less than half of class meetings during the semester. Discussion of self-assigned key points during each class was cursory.
15 points	The student participated approximately once per class. Or The student's participation was consistently lacking in quality. Or The student dominated classroom discussion such that peers were sometimes denied the opportunity to participate. Discussion of self-assigned key points during each class also met one of the previous qualifiers.
20 points	The student consistently offered comments or questions that indicated comprehension of assigned readings. Discussion of self-assigned key points during each class indicated understanding of the issue and/or careful consideration of conflicting/confusing evidence.
25 points	The student contributed insightful and novel comments and questions during most classes, and participated in class, without dominating the conversation, during all meetings. Discussion of self-assigned key points during each class indicated insightful and critical understanding of the issue and any contradictory evidence.

Course Grades

Assignment	Total Points	Percentage of Grade
SQ3R notes	130 (10 each)	26%
Law & Ethics online quizzes	100 (50 each)	20%
Draft of ethical problem-solving worksheet	30	6%
Ethical problem-solving paper	100	20%
Self-care assignment	30	6%
Next challenges presentation	85	17%
Class participation	25	5%
Total	500	100%

Course Averages

A = 92.5% or above = 462.5 points or above
B = 84% to 92.4% = 420 points to 462.4 points
C = 77.5% to 83.9% = 387.5 points to 419.9 points
D = 387.4 points and below

Cougar Care

Dealing with the fast-paced life of a graduate student can be challenging, and I always support a student's decisions to prioritize mental health. Students have access to counseling services on campus (Student Success Center, 0222). Make an appointment by visiting cougarcare.siu.edu or by calling 618-650-2842.

Instructor, Departmental, and University Policies

Instructor Policies

Online materials. Some course materials and many additional materials are available on our course Blackboard site at <https://bb.siu.edu/>. Simply click each link to access the materials. I have labeled each link and content area as intuitively as possible. Most assigned materials are in the assigned week of the course, labeled Week 1, Week 2, etc.

Technology Requirements. Because this is a hybrid course, you are expected to have reliable Internet access on a regular basis. It is your responsibility to address any computer problems that might occur. Such problems are not an excuse for delays in meeting expectations or for missing course deadlines. Support for using Blackboard is available by calling 618-650-5500, or by visiting the SIUE web pages that provide information about Blackboard, e.g. <http://www.siu.edu/its/bb/>

At a minimum, you will need the following software/hardware to participate in this course:

- Microsoft Zoom
- computer with an updated operating system (e.g. Windows, Mac, Linux)
- updated Internet browser (Apple Safari, Internet Explorer, Google Chrome, Mozilla Firefox)
- DSL or Cable Internet connection or a connection speed no less than 6 Mbps. A secure, encrypted Wifi (requiring a login and password) is acceptable. Note that some Blackboard components will not work properly on free wifi from places like Starbucks, Panera's or McDonalds.
- Microsoft Office (SIUE Students can now get Free Office 365 at <http://www.siu.edu/its/news/2014/09/office365.shtml>)
- Any other specialized software or basic software such as Adobe Reader, Media Players, Cloud Storage, Java, anti-virus software etc. (See: <http://www.siu.edu/its/software/index.shtml>)

Communication. All students must have an SIUE email address to participate fully in this course, as email will be used to communicate information regarding assignments, any changes to course structure, and to provide individual student feedback, when necessary.

Academic Engagement. Being engaged in this course includes checking Blackboard regularly, communicating with the instructor about any delays in completing course assignments, and being prepared to discuss class materials. During group discussions, you are expected to listen attentively to peers, attempt to understand their points before sharing your own, and respect the human dignity of your peers. Dissent is welcome, but it is not acceptable to introduce or defend points that dehumanize

your peers. Shared humanity recognizes equal access to life, liberty, and opportunity/property; therefore, arguments that individuals within one socially constructed group have greater entitlement to life, liberty, or opportunity/property than others, on the sole basis of membership in that group, are not allowed, and will result in removal from the discussion. As a point of reference, if you are forcing one or more peers to “prove” that they are equally entitled to your basic rights, then you are likely dehumanizing them, and such behavior is not tolerated in this course.

Assignments. All assignments must be completed to receive a grade in this course. Please be aware that it is completely your responsibility to adhere to all relevant university guidelines related to officially withdrawing from this course.

APA Format in Written Work. Students are expected to be familiar and/or to familiarize themselves with APA standards for citations and references, per the **7th edition** of the Publication Manual of the American Psychological Association. Please ensure that you have access to this text at any time that you may need it during the semester.

*****A lack of knowledge of appropriate citation and referencing format will not excuse you from point deductions from written assignments or disciplinary action in the case of plagiarism.*****

If you would like additional instruction in the use of APA format, please arrange to speak with me, or seek out the resources described below.

Students who require additional assistance in writing in the areas of grammar and/or organization are strongly encouraged to seek out additional assistance from outside sources to assist in improving their ability to revise their written work. University-based services for assisting students with professional writing include the Writing Center (<http://www.siu.edu/IS/WRITING/index.html>), which also provides workshops in APA style.

Department Policies

The Psychology Department’s Policy on Withdrawals and Incompletes

All withdrawals must be completed by the end of the 13th week of classes during fall and spring, and by a similarly late date (i.e., before 82% of class meetings have occurred) in any summer term. Grades that apply to students who initiate a withdrawal and grades that apply when a student fails to officially withdraw within established deadlines are determined by university policy (see <http://www.siu.edu/policies/1j1.shtml>). The granting of a grade of I (Incomplete) is not automatic. It is available only in cases when a student has completed most of the work required for a class but is prevented by a medical or similar emergency from completing a small portion of the coursework before the deadline for grade submission. An I must be approved by the instructor with appropriate documentation provided by the student. If an instructor agrees to give a student an I, the instructor will fill out a Memorandum of Incomplete Grade to be kept with the student’s records. If the work is not completed by the time specified on the Memorandum, the student’s grade will be changed from an I to F.

The Psychology Department’s Writing Policy. As a student in this course, you will be expected to display graduate-level writing, which includes completing course assignments that meet the following basic writing criteria. Specifically, all written assignments completed for this course should include:

- clear transitions from sentence to sentence and idea to idea (e.g., paper is organized/flows well);
- verb tense consistency;

- clear and unambiguous sentences and ideas;
- writing that is free of typos, spelling errors, and major grammatical errors;
- properly formatted citations and references, per *the 7th edition* of the APA manual.

This is by no means an exhaustive list of basic writing skills, but will give you an idea of what we are looking for in our papers. If you feel you need help with your writing, you are encouraged to seek assistance from the writing center on campus (<http://www.siu.edu/is/writing>) or use one of the many online resources they have identified to help students (<http://www.siu.edu/is/writing/resources.shtml>). If your graded written assignments fail to meet the basic writing requirements listed above (and any others found to be appropriate by your instructor), the instructor will stop the grading process and return the paper to you (see below for the specific policy for this class).

The penalty for unacceptable writing in this class is as follows: if your paper violates any of the above stipulations, or is otherwise inconsistent with the stated expectations for a written assignment, it will be returned to you for resubmission, and 25% of the total available points will be deducted.

The Psychology Department's Policy on Plagiarism. Plagiarism includes presenting someone else's words without quotation marks (even if you cite the source), presenting someone else's ideas without citing that source, or presenting one's own previous work as though it were new. When paraphrasing from another source or your own work, at the very least, the student should change the wording, sentence syntax, and order of ideas presented in the paper. Additionally, you should not submit a paper, or parts of a paper, written to fulfill the requirements of one class for the requirements in another class without prior approval of the current instructor and appropriate citation. Ideally, the student will integrate ideas from multiple sources while providing critical commentary on the topic in a way that clearly identifies whether words and ideas are those of the student or are from another source. Plagiarism is one type of academic misconduct described in SIUE's Student Academic Code (<http://www.siu.edu/policies/3c2.shtml>). University policy states that "Normally a student who plagiarizes shall receive a grade of F in the course in which the act occurs. The offense shall also be reported to the Provost." (<http://www.siu.edu/policies/1i6.shtml>). The University policy discusses additional academic sanctions including suspension and expulsion from the University. To insure that you understand how to avoid plagiarism, we encourage you to review the information on plagiarism provided on the Department of Psychology web page at <http://www.siu.edu/education/psychology/plagiarism.shtml>.

In addition, it is expressly prohibited for students to work together on, review, or look at each other's homework, papers, or presentations for this class.

University Policies

Services for Students Needing Accommodations. It is the policy and practice of Southern Illinois University Edwardsville to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement – such as time-limited exams, inaccessible web content or the use of non-captioned videos – please contact Accessible Campus Community and Equitable Student Support (ACCESS) as soon as possible. In order to properly determine reasonable accommodations, students must register with ACCESS either online at siue.edu/access or in person in the Student Success Center, Room 1203. You can also reach the office by emailing us at myaccess@siue.edu or by calling 618-650-3726.

If you feel you would need additional help in the event of an emergency situation, please notify your instructor to be shown the evacuation route and discuss specific needs for assistance.

Instructor note: I have endeavored to create a syllabus, Blackboard resources, and classroom environment that are accessible to learners using assistive devices and other learners with disabilities. If you are a learner with a disability and come across a resource, assignment, or task that is not accessible, please let me know of it as soon as possible so that I can take steps to correct it and/or find a more suitable replacement.

COVID-19 Pandemic Policies Related to Classroom Instruction (Fall 2021)

Health and Safety. The measures outlined below are required and any student who does not comply may be in violation of the *COVID-19 People-Focused Health and Safety Policy*, as well as the University's *Student Code of Conduct*.

The full text of the *COVID-19 People-Focused Health and Safety Policy* can be found here:

<https://www.siu.edu/policies/Covid.shtml>

Classrooms, Labs, Studios, and Other Academic Spaces. While in the classroom, lab, studio, or other academic spaces, students (regardless of vaccination status) shall wear face coverings that fully cover the nose and mouth and practice physical distancing measures to the extent practicable based on the specific classroom capacity and pedagogy. Classroom furniture should not be rearranged, and furniture that has been taped off or covered should not be used.

Students who forget to wear a face covering will be reminded of their obligation to comply with SIUE's *COVID-19 People-Focused Health and Safety Policy* and temporarily asked to leave the class until they are able to conform to the policy. Students who forget or lose their face coverings may be able to obtain replacements from a friend, a faculty member, or a nearby departmental office. Face coverings are also available for purchase in the Cougar Store (MUC).

Students who refuse to wear a face covering will be asked to leave the classroom and referred to the Dean of Students for non-compliance with community health and safety protocols. Repeated non-compliance may result in disciplinary actions, including the student being administratively dropped from an on-ground/face-to-face course or courses without refund if no alternative course format is available.

If a student has a documented health condition which makes wearing a face covering medically intolerable, that student should contact ACCESS to explore options with the understanding that ACCESS will not grant accommodations which excuse the need for a face covering while on campus or in the classroom. ACCESS will work with qualifying individuals to find reasonable alternatives, whenever such solutions are available. Please call or contact the ACCESS Office via email to schedule an online appointment to discuss potential alternatives. ACCESS office (Student Success Center, Room 1203, 618-650-3726, and myaccess@siue.edu).

General Health Measures. At all times, students should engage in recommended health and safety measures, which include:

- Conducting a daily health assessment. If you have [COVID-19 symptoms](#), but not yet tested positive, have had COVID-19 close contact exposure, or are COVID-19 diagnosed as presumptive or confirmed positive, stay home and contact your health provider or SIUE Health Service at cougarcare@siue.edu or 618-650-2842. More information on reporting procedures is available [here](#).

- Frequent washing or disinfecting of hands.
- Physical distancing.
- Face masks or face coverings that cover the nose and mouth are required in indoor public spaces regardless of the ability to maintain physical distance. Indoor public spaces include common spaces or community settings that anyone can access, such as reception areas with walk-in access, restrooms, hallways, classrooms, teaching and research laboratories, as well as common spaces in residence halls, conference rooms, lobbies, and break rooms.
- If present, adhere to directional signs and traffic flow patterns in buildings and offices. In many spaces, doors for entering and exiting buildings are designated.

Academic Integrity. Students are reminded that the expectations and academic standards outlined in the Student Academic Code (3C2) apply to all courses, field experiences and educational experiences at the University, regardless of modality or location. The full text of the policy can be found here: <https://www.siue.edu/policies/3c2.shtml>.

Recordings of Class Content. Faculty recordings of lectures and/or other course materials are meant to facilitate student learning and to help facilitate a student catching up who has missed class due to illness or quarantine. As such, students are reminded that the recording, as well as replicating or sharing of any course content and/or course materials without the express permission of the instructor of record, is not permitted, and may be considered a violation of the University's Student Conduct Code (3C1), linked here: <https://www.siue.edu/policies/3c1.shtml>.

Potential for Changes in Course Schedule or Modality. As the COVID-19 pandemic continues, there remains a possibility that planned classroom activities will need to be adjusted. Depending on circumstances and following state-issued recommendations, potential changes include changes in course modality (e.g., transition from face-to-face to online) or in course scheduled meetings. These changes would be implemented to ensure the successful completion of the course. In these cases, students will be provided with an addendum to the class syllabus that will supersede the original version.

Course Calendar – Topics, Readings, and Podcasts*

Global Society = School psychology in a global society: Roles and functions by Song et al.

MCSP = Handbook of multicultural school psychology... by Lopez et al.

Ethics and Law = Ethics and law for school psychologists, 7th edition by Jacob et al.

SPSG = The school psychologist's survival guide by Branstetter

Shaded rows indicate dates on which the class will meet in person.

Topic	Date	To read or listen to before class...			Assignment Due
What are...		The Law and Ethics	Your Role	Social Justice	
... the events that shaped school psychology?	8/26	<i>MCSP</i> , Chp. 1	<i>Global Society</i> , Section 1 intro and Chp. 1	Barrett et al., 2019 (on BB)	
	9/2	<i>MCSP</i> , Chp. 23	<i>Global Society</i> , Chp. 2	<i>Global Society</i> , Chp. 6	SQ3R on readings due by noon on 9/1
... the ethics governing professional psychology with children?	9/9	<i>Ethics and Law</i> , Chp. 1	<i>Global Society</i> , Chp. 4	<i>MCSP</i> , Chp. 2	SQ3R on readings due by noon on 9/8
... the activities involved in the professional practice of psychology with children?	9/16	Foorman & Wanzek, 2016 (on BB); School psyched! Ep # 106	<i>SPSG</i> Chp. 1	<i>MCSP</i> , Chp. 14	SQ3R on readings due by noon on 9/15
	9/23	Hoffman, 2018 Part 1 & Part 2 (on BB)	<i>Global Society</i> , Chp. 7	NASP/EDI Podcast #2	SQ3R on readings due by noon on 9/22 ; receive ethical challenge scenario
	9/30	<i>Ethics and Law</i> , Chp. 8	<i>Global Society</i> , Chp. 8; Bahr et al., 2017	<i>MCSP</i> , Chp. 16	SQ3R on readings due by noon on 9/29
	10/7	<i>Ethics and Law</i> , Chp. 9	<i>Global Society</i> , Chps. 8 & 10	<i>MCSP</i> , Chp. 6;	SQ3R on readings due by noon on 10/6 ; turn in draft of ethical problem-solving worksheet; Ethics and Law Quiz 1 opens on BB at end of class
	10/14	<i>Ethics and Law</i> , Chp. 6	<i>Global Society</i> , Chp. 9; <i>SPSG</i> Chp. 6	<i>MCSP</i> , Chp. 11	SQ3R on readings due by noon on 10/13 ; receive feedback on ethical problem-solving worksheet; submit <i>Ethics and Law</i> , Quiz 1 (online) by start of class

	10/21	<i>Ethics and Law</i> , Chp. 3; <i>Ethics and Law</i> , Chp. 7	SPSG Chp. 9	MCSP, Chp. 9	SQ3R on readings due by noon on 10/20
... the laws governing professional psychology with children?	10/28	<i>Ethics and Law</i> , Chp. 2			Turn in ethical challenges paper; receive grading rubric
	11/4	<i>Ethics and Law</i> , Chps. 4 & 5	SPSG Chp. 7	MCSP, Chp. 7	SQ3R on readings due by noon on 11/3 ; turn in self-grading of ethical challenges paper; schedule time to review grading
	11/11	Leadbeater et al., 2018	SPSG Chp. 5	Bemuk & Chung, 2008 (on BB)	SQ3R on readings due by noon on 11/10
... the challenges in professional psychology with children?	11/18	Lopez, 2017	SPSG Chp. 12; School Psyched! Podcast #88	Mann et al., 2019 (on BB)	SQ3R on readings due by noon on 11/17 ; receive self-care assignment
	No class – Thanksgiving Break				
	12/2	<i>Ethics and Law</i> , Epilogue	<i>Global Society</i> , Chp. 5	Lockwood & Coulter (2017)	SQ3R on readings due by noon on 12/1 ; turn in self-care assignment; Ethics and Law Quiz 2 opens on BB at end of class
	12/9	<i>Ethics and Law</i> , Chp. 11	Witting & Elton, 2019 (on BB); McKenney, 2021 (on BB)	Truong et al., 2017	SQ3R on readings due by noon on 12/8 ; submit Ethics and Law Quiz 2 (online) by start of class
... the things we should do next?	12/16	Final presentations			

*The instructor reserves the right to make changes to this course calendar at any time.