

One and Half-Year Professional MS Program in School Psychology
For the Sessions 2020-2021, 2021-2022 and 2022-2023
 Department of Psychology, Faculty of Biological Sciences
 University of Dhaka, Dhaka 1000, Bangladesh

Units	Marks	Credits
Theory	700	28
Professional Skills Development*	250	10
Thesis	150	6
Seminar	50	2
Viva Voce	50	2
Conference, Seminar, Symposium, Training, and Workshop	Non-Credit	
Total		

*Practical (SPSY 508), Practicum (SPSY 509), Internship (SPSY 510)

Course Code	Course Title	Marks	Credits
SPSY 501	Introduction to School Psychology	100	4
SPSY 502	Fundamental Issues in Education	100	4
SPSY 503	Psychoeducational Assessment	100	4
SPSY 504	Education of Exceptional Children	100	4
SPSY 505	Mental Health, Counseling and Psychotherapy	100	4
SPSY 506	Research Methods and Statistics	100	4
SPSY 507	Professional Issues and Etiquette	100	4
SPSY 508	Practical	50	2
SPSY 509	Practicum	50	2
SPSY 510	Internship	150	6
SPSY 511	Thesis	150	6
SPSY 512	Seminar	50	2
SPSY 513	Viva Voce	50	2
SPSY 514	Conference, Seminar, Symposium, Training, and Workshop	Non-Credit	
Total		1200	48

SPSY 501: Introduction to School Psychology
4 Credit Hours

- 1. An Overview of School Psychology**
 - 1.1 Past, Present, and Future of School Psychology
 - 1.2 School Psychology as a Profession
 - 1.3 Distinction between School Psychology and Educational Psychology
 - 1.4 Functions of School Psychologist- Assessment, Consultation, Prevention, Intervention
- 2. Psychoeducational Assessment**
 - 2.1 Assessment of Cognitive Abilities
 - 2.2 Assessment of Social Abilities
 - 2.3 Assessment of Emotional Abilities
 - 2.4 Assessment of Behavioral Abilities
 - 2.5 Curriculum-Based Assessment
 - 2.6 Vocational Assessment
 - 2.7 Preschool Assessment
- 3. Issues in Consultation**
 - 3.1 Consultation with Parents, School Personnel, and Community Agencies
 - 3.2 Intervention and In-Service Programs
 - 3.3 Cultural Diversity
 - 3.4 Ethics and Professional Issues
 - 3.5 The Consultant and the Law
- 4. Fundamentals of Consultation and Collaboration**
 - 4.1 Definition of Consultation and Collaboration
 - 4.2 Characteristics of Consultation and Collaboration
 - 4.3 Consultation and Collaboration Compared with other Human Services
 - 4.4 Characteristics of Effective Consultants and Collaborators
 - 4.5 Skills Necessary for Consultants and Collaborators
- 5. Generic Model of Consultation and Collaboration**
 - 5.1 Entry Stage
 - 5.2 Diagnosis Stage
 - 5.3 Implementation Stage
 - 5.4 Disengagement Stage
- 6. School Based Consultation and Collaboration**
 - 6.1 Rationale for School Based Consultation and Collaboration
 - 6.2 Skills Necessary for Consultants and Collaborators
 - 6.3 Consulting and Collaborating with Teachers
 - 6.4 Consulting and Collaborating with Parents/Guardians
- 7. Prevention**
 - 7.1 Objectives of Preventive Measures
 - 7.2 General Issues of Children in Poverty
 - 7.3 Behavior Management in the Classroom

7.4 Prevention and Intervention Strategies in the Day Care and School Setting

7.5 Promising Opportunity for Better Prevention and Intervention

8. Intervention

8.1 Foundations of Learning, Cognition and Academic Intervention

8.2 Intervention Techniques and Programs for Academic Performance Problems

8.3 Training Parents as Behavior Change Agents: Successes, Failures, and Suggestions for School Psychologists

8.4 Group Interventions in the Schools

8.5 Application of Behavioral Principles to Educational Settings

9. Early Intervention

9.1 Overview of Early Intervention

9.2 What Puts Children at Risk

9.3 Environmental Risk

9.4 Early Education Programs

9.5 Education Programs

10. Students Rights in Schools

10.1 School Regulation of Students

10.2 Behavior during Schools

10.3 Privacy Issues

10.4 Discipline and Punishment

10.5 Suspension and Expulsion

Readings

Bradley, R. H. & Mansell, L. W. (1997). *Children in Poverty*. In Ammerman, R. T. and Hersen, M. (ed.). *Handbook of Prevention and Treatment with Children and Adolescents*. (Pp.13-58). NY: John Wiley & Sons Inc.

Dougherty, A. M. (2013). *Psychological Consultation and Collaboration in School and Community Settings* (6th Edition). Belmont: Cengage Learning.

Fagan, T. K. & Wise, P. S. (2007). *School Psychology: Past, Present & Future*. Bethesda, MD: National Association of School Psychologists.

Gladding, S. T. (1996). *Counseling: A Comprehensive Profession* (3rd Edition). NJ: Prentice Hall.

Jacob, S. & Hartsorne, T. (2007). *Ethics and Law for School Psychologists* (5th Edition). NY: Wiley.

Merrell, K. W., Ervin, R. A. & Peacock, G. G. (2012). *School Psychology for the 21st Century: Foundations & Practices*. NY: Guilford Press.

Reynolds, C. R. & Gutkin, T. B. (1998). *The Handbook of School Psychology* (3rd ed.). NY: John Wiley & Sons, Inc.

Shapiro, E. S. & Derr, T. F. (1990). *Curriculum based-assessment*. In Gutkin, T. B. & Reynolds, C. R. (Eds.). *The Handbook of School Psychology*. (2nd eds.) (pp365-387). NY: John Wiley & Sons Inc.

SPSY 502: Fundamental Issues in Education
4 Credit Hours

1. Introduction to Education

- 1.1 Philosophical Perspectives in Education: Idealism, Realism, Pragmatism, Existentialism, Essentialism, Progressivism
- 1.2 Educational Objectives: Characteristics of Educational Objectives, Taxonomy of Educational Objectives, Behavioral Versus Non-behavioral Educational Objectives, Writing Educational Objectives, Developing and Implementing a Table of Specifications or Test Blueprint

2. Educational Process and Assessment

- 2.1 Educational Process: Readiness for Learning, Intuitive and Analytic Thinking, Aids to Learning, Quality in Education, Quality Assurance
- 2.2 Inclusive Education: Concept, Nature, Scope and Significance; Serving Process; Special Needs of the Target Group
- 2.3 Educational Assessment: Tests, Measurement, and Assessment; Types of Tests; Types of Score Interpretations; Assumptions of Educational Assessment; Participants in the Assessment Process; Common Applications of Educational Assessment
- 2.4 Item Development and Its Analysis: Selected-Response Items; Constructed-Response Items, Guidelines for Developing Items, Strengths and Weaknesses of Items; Quantitative Item Analysis; Qualitative Item Analysis; Using Item Analysis to Improve Items and Classroom Instruction; Reliability and Validity

3. Curriculum

- 3.1 Concept of Curriculum
- 3.2 Curriculum and Syllabus
- 3.3 Competency-Based and Content-Based Curriculum
- 3.4 Hidden Curriculum
- 3.5 Integrated Curriculum
- 3.6 Unified Curriculum and Diversified Curriculum
- 3.7 Montessori Curriculum
- 3.8 Balanced Curriculum
- 3.9 Multidisciplinary Curriculum
- 3.10 Co-Curricular and Extra-Curricular Activities

4. Instructional Pedagogy

- 4.1 Instructional Strategies
- 4.2 Direct Instruction and Discovery
- 4.3 Differentiated Instruction
- 4.4 Scaffolding Instruction

5. Organizational Issues

- 5.1 Structure of School System
- 5.2 Supervisory Models in the Provision of School Psychological Services
- 5.3 Members of Pupil Personnel Departments

5.4 Related Issues (e.g. records, medical, attendance, systems level change, etc.)

6. Learning and Behavior

6.1 Principles of Behavior Management

6.2 Contributions of Behaviorism to Instruction

6.3 The Behaviorist Perspective on Learning: Issues & Criticisms

7. Learning and Cognition

7.1 Meaningful learning and Schema Theory

7.2 Situated Cognition

8. Learning and Development

8.1 Cognitive and Knowledge Development

8.2 Interactional Theories of Cognitive Development

9. Learning and Biology

9.1 Biological Basis of Learning and Memory

10. Motivation, Teaching and Learning

10.1 Exploring Motivation

10.2 Achievement Processes

10.3 Motivation, Relationships and Socio-cultural contexts

10.4 Exploring achievement difficulties

10.5 Behavioral Views of Learning

Readings

Abel, D. C. (1992). *Theories of Human Nature*. NY: McGraw Hill.

Bruner, J. S. (1960). *The Process of Education*. Cambridge, MA: Harvard University Press.

Reynolds, C. R., Livingston, R. B. & Willson, V. (2011). *Measurement and Assessment in Education* (2nd Edition). New Delhi: PHI Learning Private Limited.

Driscoll, M. P. (2000). *Psychology of Learning* (2nd Edition). NY: Allyn and Bacon.

Santrock, J. W. (2012). *Educational Psychology* (5th Edition). NY: McGraw-Hill.

Woolfolk, A. (2004). *Educational Psychology* (9th Edition). New Delhi: Pearson Education Inc.

SPSY 503: Psychoeducational Assessment

4 Credit Hours

1. Purpose of Psychoeducational Assessment

1.1 Definition and Purpose of Psychoeducational Assessment

1.2 Who conducts Psychoeducational Assessment?

1.3 Psychoeducational Versus Psychological Assessment and Report Writing

1.4 Feedback Conference

- 2. Psychoeducational Assessment Process**
 - 2.1 Overview
 - 2.2 Steps in the Psychoeducational Assessment Process
 - 2.3 Working with Children
 - 2.4 Observing the Child
 - 2.5 Testing Environment and Test Session
- 3. Interviewing and Gathering Data**
 - 3.1 Introduction
 - 3.2 Interviewing
 - 3.3 Psychoeducational Interview Format
 - 3.4 Gathering Background and Additional Data
 - 3.5 Conclusion
- 4. Observing the Child**
 - 4.1 Introduction
 - 4.2 Types of Observation
 - 4.3 How Many Observations Are Enough?
 - 4.4 Observation of Student Behavior during Administration of Standardized Assessments
 - 4.5 Hawthorne and Halo Effects
 - 4.6 Summary
- 5. General Guidelines on Report Writing**
 - 5.1 Overview
 - 5.2 Structure of the Psychoeducational Report
 - 5.3 Conceptual Issues in Psychoeducational Report Writing
 - 5.4 Stylistic Issues in Psychoeducational Assessment Report Writing
 - 5.5 Conclusion
- 6. Assessment Methods and Background Information**
 - 6.1 Introduction
 - 6.2 Assessment Methods
 - 6.3 Background Information and Early Developmental History
- 7. Assessment Results**
 - 7.1 Introduction
 - 7.2 Organization of Assessment Results Section
 - 7.3 Format for Presentation of Assessment Instruments
 - 7.4 Understanding Standard and Scaled Scores
 - 7.5 Conclusion
- 8. Conceptualization and Classification**
 - 8.1 Introduction
 - 8.2 Integration of Information
 - 8.3 General Framework for the Conceptualization
 - 8.4 Conclusion
- 9. Summary and Recommendations**
 - 9.1 Introduction

- 9.2 Summary Section
- 9.3 Recommendations Section
- 9.4 General Recommendation
- 9.5 Why Recommendations Are Not Implemented?
- 9.6 Accommodations

10. Oral Reporting

- 10.1 Overview
- 10.2 Format and Meeting Participants
- 10.3 General Framework for Feedback Conferences
- 10.4 General Oral Reporting Guidelines
- 10.5 Conclusion

Readings

- Aiken, L. R. & Marnat, G. G. (2009). *Psychological Testing and Assessment* (12th Edition). New Delhi: Dorling Kindersley.
- Anastasi, A. & Urbina.S. (2010).*Psychological Testing* (7th Edition). New Delhi: Pearson Education.
- Dombrowski, S. C. (2015). *Psychoeducational Assessment and Report Writing*. NJ: Springer.
- Reynolds, C. R., Livingston, R. B. & Willson, V. (2011). *Measurement and Assessment in Education* (2nd Edition). New Delhi: PHI Learning Private Limited.
- Thorndike, R. M. & Christ, T. T. (2011). *Measurement and Evaluation in Psychology and Education* (8th Edition). New Delhi: PHI Learning Private Limited.

SPSY 504: Education of Exceptional Children 4 Credit Hours

1. Educating the Exceptional Child

- 1.1 The Exceptional Child: Who is an Exceptional Child; Categories of Exceptional Children; The Interaction of Heredity and Environment; Intra-individual Differences
- 1.2 The Context of the Exceptional Child: The Influence of Family and Peers; Emotional Development and Family; The Ecological Approach; The Unique Influence of the Family

2. Children Who are Gifted and Talented

- 2.1 Definitions
- 2.2 Components of Intellectual Competence
- 2.3 Factors that Contribute to Giftedness and Talent
- 2.4 Studies of Students Who are Gifted
- 2.5 The Challenges Associated with Giftedness

2.6 Special Groups of Children Who are Gifted: Girls Who are Gifted; Children of Extraordinary Ability; Underachievers Who are Gifted; Children with Disabilities Who are Gifted

2.7 Educational Adaptations: Adapting the Learning Environment; Adapting Curriculum; Adapting Teaching Strategies.

3. Children with Learning Disabilities

3.1. A Historical Overview

3.2. Definitions

3.3. Prevalence

3.4. Characteristics of Children with Learning disabilities

3.5. Classification of Learning disabilities

3.6. Adapting the Learning Environment

3.7. Adapting Curriculum

3.8. Adapting Teaching Strategies

4. Children with Emotional and Behavior Disorders

4.1. Definitions

4.2. Factors Related to Behavior Problems

4.3. Classifications and Characteristics

4.4. Identification and Placement

4.5. Intervention Strategies

4.6. Educational Adaptations

5. Children with Communication Disorders

5.1 Definitions

5.2 Difference between Speech and Language Disorders

5.3 The Elements of Verbal Language

5.4 Prevalence of Communication Disorders

5.5 Classifications of Communication Disorders

5.6 Identification and Assessment

5.7 Educational Adaptations

6. Children with Autism Spectrum Disorders

6.1 Definition

6.2 Prevalence

6.3 Causes and Characteristics

6.4 Developmental Profiles

6.5 Educational Adaptations

7. Intellectual and Developmental Disabilities

7.1. Definition

7.2. Information Processing model and Special Characteristics

7.3. Causes of IDD

7.4. Characteristics of Children With IDD

7.5. Identification of Children With IDD

7.6. Educational Responses to Students with IDD

8. Deafness or Hearing Loss

8.1 Definitions of Deafness, Hard of Hearing, and Central Auditory Processing Disorders

8.2 Prevalence of Hearing Loss

8.3 Causes of Hearing Loss

8.4 Assessing hearing loss in Children

8.5 The Importance of Early Intervention for Children with Hearing Losses

8.6 Cognitive, Academic, Communication, and Social Development of Children with Hearing Loss

8.7 Educational Responses to Children Who are Deaf or Hard of Hearing

9. Physical Disabilities, Health Impairments, and Multiple Disabilities

9.1 Definitions of Children with Physical Disabilities, Health Impairments, and Multiple Disabilities

9.2 Prevalence of Physical Disabilities, Health Impairments, and Multiple Disabilities in Children

9.3 Assessment of Children with Physical Disabilities, Health Impairments, and Multiple Disabilities in Children

9.4 Educational Responses to Students with Physical Disabilities, Health Impairments, and Multiple Disabilities in Children

10 Applied Behavior Analysis

10.1 Define ABA

10.2 Quality ABA Program: Planning and Ongoing Assessment; Philosophy Underlying ABA Techniques

10.3 Qualification for ABA Interventions

10.4 Basic Principles of ABA: Reinforcement, Task Analysis, Chaining, Fading, Shaping

10.5 Lovaas Model: Incidental Teaching, Discrete Trial Teaching

10.6 School Based ABA

10.7 Verbal Behavior

Readings

Autism Community. (March, 2014). What is discrete trial teaching? Retrieved from <http://www.autism-community.com/what-is-discrete-trial-teaching/>

<http://www.lovaas.com/approach-differentiate.php>

Kearney, A. J. (2015). *Understanding applied behavior analysis: An introduction to ABA for parents, teachers, and other professionals*. UK: Jessica Kingsley Publishers.

Kirk, S. A., Gallagher, J. J. & Anastasio, N. J. (2003). *Educating Exceptional Children* (10th Edition). NY: Houghton Mifflin Company.

Santrock, J. W. (2012). *Educational Psychology* (5th ed.). NY: McGraw-Hill.

Smith, D. D. & Tyler, N. C. (2010). *Introduction to special education: Making a difference* (7th Edition). Columbus, OH: Pearson/Merrill.

SPSY 505: Mental Health, Counseling and Psychotherapy

4 Credit Hours

1. Mental Health

- 1.1 Definition of Mental Health
- 1.2 Attributes of a Mentally Healthy Person
- 1.3 Goals, Perspectives and Promotion of Mental Health
- 1.4 Mental Health Status of Children and Adolescents in Bangladesh

2. Human Development, Adjustment and Mental Health

- 2.1 Overview of Human Development
- 2.2 Theories of Human Development
 - 2.2.1 Sigmund Freud's 5 Stages of Psychosexual Development
 - 2.2.2 Erik Erikson's 8 Stages of Psychosocial Development
 - 2.2.3 Jean Piaget's 4 Stages of Cognitive Development
 - 2.2.4 Lawrence Kohlberg's 6 Stages of Moral Development
 - 2.2.5 Eric Berne's Transactional Analysis
- 2.3 Adjustment at Different Stages of Life
- 2.4 Impact of Human Development and Adjustment in Promoting Mental Health

3. Attachment and Mental Health

- 3.1 Kory Floyd's Affection Exchange Theory
- 3.2 John Bowlby's Attachment Theory
- 3.3 Assessing Infant Attachment-Ainsworth Strange Situation
- 3.4 Adult Attachment Interview: Intergenerational Transmission
- 3.5 Attachment Based Intervention
- 3.6 Relationship between Attachment and Mental Health

4. Stress and Mental Health

- 4.1 Nature of Stress
- 4.2 Factors Influencing the Perceptions of Stress and Stress Tolerance
- 4.3 Emotional, Physiological and Behavioral Response to Stress
- 4.4 Effects of Stress on Mental Health
- 4.5 Confronting Stress: Coping Process

5. Effective Communication

- 5.1 Communicate Non-violently
- 5.2 Barriers to Effective Communication
- 5.3 How to Support Child's Communication Skills

6. Diagnostic and Statistical Manual of Mental Disorders (DSM)

- 6.1 History of DSM
- 6.2 Overview of DSM-5
- 6.3 Classification of Mental Illness
- 6.4 Criteria of Clinical Significance

7. Common Disorders among Child and Adolescent

- 7.1 Anxiety Disorders
- 7.2 Obsessive-Compulsive Disorder
- 7.3 Trauma and Stress Related Disorders
- 7.4 Disruptive, Impulse Control, and Conduct Disorders
- 7.5 Mood Disorders, Depression, and Suicide
- 7.6 Attention Deficit/Hyperactivity Disorders (ADHD)
- 7.7 Substance-Related and Addictive Disorders

8. Counseling Versus Psychotherapy and Basic Therapeutic Skills

- 8.1 Similarities and Differences between Counseling and Psychotherapy
- 8.2 Personal Characteristics and Educational Qualities of an Effective Therapist
- 8.3 Three Stage Model: Exploration Stage, Insight Stage, Action Stage
- 8.4 Goals of Exploration, Insight and Action Stage
- 8.5 Skills Required for Exploration, Insight and Action Stage

9. Therapeutic Approaches

- 9.1 Overview of Therapeutic Approaches
- 9.2 Psychoanalytic Approach
- 9.3 Humanistic Approach: Person-Centered and Gestalt Approach
- 9.4 Cognitive Behavior Approach: Cognitive Behavior Therapy, Transactional Analysis
- 9.5 Family Therapy

10. Professional Ethics and Supervision

- 10.1 Ethical and Legal Issues
- 10.2 Clients Rights and Therapist Responsibilities
 - 10.2.1 Clients Right to Give Informed Consent
 - 10.2.2 Professional Responsibilities in Documentation
- 10.3 Supervision in Psychological Practice

Readings

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: Author.
- Baumgardner, S. R. & Crothers, M. K. (2009). *Positive psychology*. NJ: Pearson Education.
- Carr, A. (2016). *The Handbook of adult clinical psychology: An evidence based practice approach* (2nd ed.). London, UK: Taylor & Francis Ltd.
- Corey, G. (2012). *Theory and practice of counseling and psychotherapy* (9th ed.). Belmont, CA: Cengage Learning.
- Gladding, S. T. (2013). *Counseling a comprehensive profession* (7th ed.). NJ: Pearson.
- Hill, C. E. (2009). *Helping skills: facilitating exploration, insight, and action* (3rd ed.). Washington DC: American Psychological Association.
- Hurlock, E. B. (1981). *Development Psychology: A life-span approach* (5th ed.). New York: McGraw Hill.
- Morgan, C. T., King, R. A., Weisz, J. R., & Schopler, J. (1993). *Introduction to Psychology* (7th ed.). New York: McGraw Hill.
- Rosenberg, M. B. (2013). *Non-violent communication: A language of life* (2nd ed.). Encinitas, CA: Puddle Dancer Press.
- Weiten, W. (1985). *Psychology applied to modern life*. (2nd ed.). California: Pacific Grove.
- Viewings*
- The Happy Movie (Dir: RokoBelic) (You may rent on itunes for \$3.99 or free on Netflix)
- Epicurus on Happiness: <http://www.youtube.com/watch?v=iromIAQzQY>

SPSY 506: Research Methods and Statistics

4 Credit Hours

1. Introduction to Research

- 1.1 Definition and Purpose of Research
- 1.2 Research Problem and Question
- 1.3 Types of Research: Basic versus Applied Research; Laboratory versus Field Research; Quantitative versus Qualitative Research
- 1.4 Research Methods in School Psychology: Descriptive, Correlational, Quasi-Experimental, and Experimental

2 Descriptive Methods

- 2.1 Observational Methods: Naturalistic Observation, Options When Using Observation, Laboratory Observation, Data Collection
- 2.2 Survey Methods: Survey Construction, Administering the Survey Sampling Techniques: Population and Sample, Determination of Sample Size, Census and Sample Survey, Sampling Techniques, Sampling Error and Bias, Sampling Distribution and Central Limit Theorem

3 Experimental and Quasi-Experimental Methods

- 3.1 Essential Features of Experimental Research, Establishing Independent Variables, Measuring Dependent Variables, Controlling Extraneous Variables, Experimental and Control Groups, The Validity of Experimental Research
- 3.2 Conducting Quasi-Experimental Research, Quasi-Experimental Designs: Nonequivalent Control Group Designs, Pretest-Posttest Designs, Interrupted Time Series Designs, Internal Validity and Confounds in Quasi-Experimental Designs

4 Approaches to Qualitative Research

- 4.1 Case Study
- 4.2 Ethnography
- 4.3 Focus Group Discussion

5. Important Issues in Planning for Research

- 5.1 Preparing a Research Proposal: Running Head, Statement Of Purpose, Title Page, Introduction, Literature, Method Section, Design, Instruments, Participants, Procedures, References, Appendices, Limitations
- 5.2 Ethical Issues in Psychological Research and APA Ethical Codes: Ethical Guidelines for Research with Humans, Informed Consent and Special Populations, Use of Deception, Treating Participants Well, Research Ethics and the Internet, Ethical Guidelines for Research with Animals

6. Introduction to Statistics

- 6.1 Types of Tests: Parametric and Non-parametric Tests, Descriptive and Inferential Tests
- 6.2 Score Transformations: Need for Transformed or Derived Scores, Types of Transformations: Linear Transformation, Non-Linear Transformation

7. Correlation and Regression

- 7.1 Simple, Bivariate or Zero Order Correlation, Positive versus Negative Correlation, Linear versus Non-linear Correlation, Low, Moderate, Strong, and Perfect Correlation, Scatter Diagram, Partial and Semi-Partial (or Part) Correlations

- 7.2 Simple Regression, Method of Least Squares, Types of Regressions
- 7.3 Multiple Regression Analysis, Meaning of Multiple Regression, Purpose of Multiple Regression, Assumptions of Multiple Regression, Partial Regression Co-efficient, Meaning of Beta, R^2 and Adjusted R^2 , R^2 Change, Tolerance and Multi-Colinearity

8. Basic Mediation

- 8.1 Confounder, Covariate, Mediator, Moderator
- 8.2 Basic Rules for Mediation
- 8.3 How to Do Basic Mediation An Example of Mediation with Experimental Data
- 8.4 An Example of Null Mediation
- 8.5 Sobel's z versus Reduction of the Basic Relationship

9. Basic Moderation

- 9.1 Categorical Variable Moderation
- 9.2 An Example of a Continuous Moderator
- 9.3 Simple Slopes of the Three Moderation Lines
- 9.4 The Interpretation of Various Interactional Patterns: The Fan Effect, The Triangle Pattern, The Funnel Pattern, The Crossover Pattern (Butterfly)

10. Dissertation Writing

- 10.1 Writing Clearly
- 10.2 Avoiding Grammatical Problems
- 10.3 Reporting Numbers
- 10.4 Citing and Referencing
- 10.5 Typing and Word Processing
- 10.6 Organizing the Dissertation

Readings

- Ferguson, G. A., & Takane, Y. (2005). *Statistical analysis in psychology and education*. (6th Ed.). New York: McGraw-Hill Custom Pub.
- Glaser, B. G., & Strauss, A. L. (1967). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. Chicago: Aldine Publishing Company
- Goodwin, K. A., & Goodwin, C. J. (2005). *Research in psychology: Methods and design*. (8th Ed.) Hoboken, NJ: John Wiley & Sons.
- Jackson, S. L. (2016). *Research methods and statistics: A critical thinking approach*. (5th Ed.). Australia: Cengage Learning.
- Jose, P. E. (2013). *Doing Statistical Mediation and Moderation*. New York: The Guilford Press.
- Lodico, M. G., Spaulding, D. T., & Voegtler, K. H. (2010). *Methods in educational research: From theory to practice*. (2nd Ed.). San Francisco, CA: Jossey-Bass.
- Siegel, S. & Castellan, Jr. N. J. (1988). *Non-parametric Statistics for the Behavioral Sciences* (2nd Ed.). NY: McGraw Hill.

SPSY 507: Professional Issues and Etiquette

4 Credit Hours

- 1. Ethics in School Psychology: An Introduction**
 - 1.1 Quality Control in School Psychology
 - 1.2 What and Why of Professional Ethics
 - 1.3 Ethics Training and Competencies
 - 1.4 Codes of Ethics
 - 1.5 Four Broad Ethical Principles
 - 1.6 Ethical and Legal Decision Making
 - 1.7 Unethical Conduct
- 2. Privacy, Informed Consent, Confidentiality, and Record Keeping**
 - 2.1 Privacy
 - 2.2 Informed Consent to Establish a School Psychologist–Client Relationship
 - 2.3 Confidentiality
 - 2.4 Record Keeping in the Schools
- 3. Ethical-Legal Issues in the Education of Students with Disabilities**
 - 3.1 Education of Children with Disabilities
 - 3.2 Individuals with Disabilities Education Act
 - 3.3 Infants and Toddlers with Disabilities
- 4. Ethical and Legal Issues in Psychoeducational Assessment**
 - 4.1 Pre-assessment Responsibilities and Assessment Planning
 - 4.2 Information Gathering and Assessment Interpretation
 - 4.3 Nonbiased Assessment
 - 4.4 Personality Assessment
 - 4.5 Professional Competence and Autonomy
- 5. Ethical and Legal Issues in School-Based Interventions**
 - 5.1 Interventions for Students Who Require Academic and Behavioral Support to Succeed in General Education
 - 5.2 Therapeutic Interventions Within the Context of a School Psychologist–Client Relationship
 - 5.3 Duty to Protect
 - 5.4 Competence and Responsibility
 - 5.5 Psychopharmacologic Interventions in the Schools
- 6. Indirect Services I: Ethical-Legal Issues in Working with Teachers and Parents**
 - 6.1 Consultation with Teachers
 - 6.2 Special Issues in Working with Parents
- 7. Indirect Services II: Special Topics in Systems-Level Consultation**
 - 7.1 Student Proficiency Assessment Programs
 - 7.2 School Entry and Grade Retention Decisions
 - 7.3 Instructional Grouping
 - 7.4 School Discipline
 - 7.5 School Violence Prevention
 - 7.6 Harassment and Discrimination
 - 7.7 Other Pupils with Special Needs
- 8. Research in the Schools: Ethical and Legal Issues**
 - 8.1 Competence, Responsibility, and Welfare of Participants
 - 8.2 Informed Consent and Privacy

- 8.3 Exposure to Stress or Harm and Denial of Beneficial Treatment
- 8.4 Post-Data-Collection Responsibilities
- 8.5 Concealment and Deception
- 8.6 Confidentiality of Data
- 8.7 Research with Culturally and Linguistically Diverse Populations

9. Ethical and Legal Issues in Supervision

- 9.1 Professional Standards for Supervision
- 9.2 Professional Disclosure Statement and Individualized Learning Plan
- 9.3 Ethical Principles and Supervision
- 9.4 Liability Issues

10. Etiquette

- 10.1 Professional Etiquette
- 10.2 Academic Etiquette
- 10.3 Meeting Etiquette
- 10.4 Eating Etiquette
- 10.5 Telephone Etiquette
- 10.6 Social Etiquette
- 10.7 Netiquette

Readings

Jacob, S., Decker, D. M., & Hartshorne, T. S. (2011). *Ethics and law for school psychologists* (6th ed.). Hoboken, NJ: John Wiley & Sons.

Post, L., & Senning, D. P. (2017). *Emily Post's Etiquette: Manners for Today* ((19th ed.). USA: William Morrow.

SPSY 508: Practical (Psychoeducational Testing)

2 Credit Hours

[Four (4) tests from following any 4 sections to be conducted]

1. Testing Intelligence

- 1.1 What is Intelligence?
- 1.2 The Stability of Intelligence
- 1.3 Stanford-Binet Intelligence Scales-Fifth Edition
- 1.4 Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV)

2. Developmental Screening Test

- 2.1 What is Screening Test?
- 2.2 Developmental Screening
- 2.3 Bayley Scales of Infant and Toddler Development-3rd Edition (Bayley-III)
- 2.4 Reynell-Zinkin Developmental Scales for Young Children with Visual Impairments

3. Assessment of Adaptive and Maladaptive Behaviors

- 3.1 Adaptive and Maladaptive Behavior
- 3.2 Independent Behavior Assessment Scale (IBAS)
- 3.3 Vineland Adaptive Behavior Scales
- 3.4 Autism Diagnostic Observational Scale (ADOS)

4. Educational Assessment

- 4.1 Achievement Test
- 4.2 Objectives, Functions and Characteristics of Achievement Test
- 4.3 Wide Range Achievement Test-3 (WRAT-3)
- 4.4 Kaufman Assessment Battery for Children (K-ABC)

5. Testing Disabilities and Impairments

- 5.1 Visual, Hearing, Motor, and Cognitive Disabilities
- 5.2 Emotional and Social Impairments
- 5.3 Beck Scale for Suicide Ideation (BSS)
- 5.4 Beck Youth Inventories of Emotional and Social Impairments (BYI)

6. Testing Aptitudes or Special Abilities

- 6.1 Aptitude
- 6.2 Special Abilities
- 6.3 Differential Aptitude Tests (DAT)
- 6.4 Iowa Tests of Music Literacy

7. Testing Vocational Interests

- 7.1 Foundations of Interest Measurement
- 7.2 Validity of Interest Measurement
- 7.3 Strong Interest Inventories
- 7.4 Kuder Interest Inventories

8. Testing Learning Disabilities

- 8.1 Learning Disability Defined
- 8.2 Types of Learning Disabilities
- 8.3 Torrance Tests of Creative Thinking (TTCT)

9. Neuropsychological Assessment

- 9.1 Nervous System and Behavior
- 9.2 Neuropsychological Evaluation
- 9.3 Clock-Drawing Test (CDT)
- 9.4 NEPSY II

10. Assessment of Communication

- 10.1 Communication Deficits and Disorders
- 10.2 Types of Communication Disorders
- 10.3 Illinois Test of Psycholinguistic Abilities (IITA)
- 10.4 Clinical Linguistic Auditory Milestone Scale (CLAMS)

Readings

- Aiken, L. R. & Marnat, G. G. (2009). *Psychological Testing and Assessment* (12th ed.). New Delhi D: Dorling Kindersley.
- Cohen, R. J. & Swerdlik, M. E. (2005). *Psychological Testing and Assessment* (6th ed.). NY: McGraw-Hill.
- Kaplan, R. M. & Saccuzzo, D. P. (2005). *Psychological Testing* (6th ed.). Belmont, CA: Wadsworth.
- Reynolds, C. R., Livingston, R. B., & Willson, V. (2011). *Measurement and Assessment in Education* (2nd ed.). New Delhi: PHI Learning.
- Thorndike, R. M., & Christ, T. T. (2011). *Measurement and Evaluation in Psychology and Education* (8th ed.). New Delhi: PHI Learning.

SPSY 509: Practicum
2 Credit Hours

The primary focus of the practicum is to adequately prepare students for their internships. The practicum experiences are provided under conditions of appropriate supervision and are distinct from and occur prior to the internship. The practicum is designed to provide students with planned, supervised experiences of directed observations and participation in educational settings with emphasis on empirically supported practices. In addition, the practicum is designed to ensure the student has sufficient supervised experiences to provide an early exposure and identification with the professional practice of school psychology. The field experiences are coordinated with coursework to allow students ample opportunity to combine their theoretical and practical knowledge in a supervised situation. Students are required to spend time in the public/private schools and may spend additional time in other approved school-related agencies or clinics. A student's practicum placement will have implications for internship possibilities. Practicum settings are selected on the basis of their support of the program's training objectives. Prior to, and during the practicum, students must complete specified practicum-related coursework. The practicum is the joint responsibility of the school psychology faculty at the university and the participating school and mental health agencies, supervision is provided both on-site and within the university structure.

Practicum experiences in a school or related educational setting are a required component of program completion and graduation. Students pursuing the Master's degree are required to earn a minimum of 200 practicum hours across their first year with a minimum of 5 hours per week. Students are required to complete practicum rotations in primary, secondary, tertiary settings, as well as a diverse setting. Practicum supervisors must hold a valid credential for the setting in which they are employed; have a minimum of 3 years of full-time experience as a credentialed school psychologist or licensed psychologist and are employed as a regular employee or consultant.

SPSY 510: Internship
6 Credit Hours

The internship in School Psychology complies with BSPS standards. The internship occurs at or near the end of the student's formal training. The internship is the joint responsibility of the School Psychology Program and the participating schools and internship field placements. The internship settings are selected on the basis of their appropriateness relative to the specific training objectives of the program and with sensitivity to the student's professional background and goals. The daily supervision of interns is conducted by approved field supervisors in concert with School Psychology Program faculty.

The field-based internship supervisors are either certified school psychologists, or in non-school settings, licensed psychologists. Supervisors must have at least 3 years of full-time experience working as a school psychologist or psychologist. The field-based internship supervisors are responsible for no more than two interns at any given time. The University of Dhaka internship supervisor is responsible for no more than 5 interns at any given time. Further, the university-based supervisor maintains an on-going relationship with the field-based internship supervisors. In addition, interns are expected to attend seminar meetings (either in person or through WebEx) throughout the period of their internships.

The internship is designed to enhance the development of competencies and professionalism and to be the culminating experience of the student's program. As such, the internship allows the student to participate in educational settings and the opportunity to integrate coursework, research, theory, and practical experiences in a supervised, applied setting. To be eligible for internship, the student must have (a) completed all required coursework with no remaining incomplete courses and (b) completed all practicum requirements. The internship is the culminating professional experience in the school psychology program, thus requiring the dedication and complete attention as expected of full-time work in the field. Students are considered to have full-time commitments throughout the internship quarter year (e.g., 5 days a week) amounting to at least 360 ($6 \times 5 \times 4 \times 3$) clock hours of supervised experiences relevant to the practice of school psychology of which a minimum of 200 hours must be in a school setting.

SPSY 511: Thesis
6 Credit Hours

As a requirement for the MS in School Psychology, each student with a minimum CGPA of 3.00 on a scale of 4.00 in BS will have to conduct an independent research under the supervision of a faculty of School Psychology in the Department of Psychology. The research topic must be relevant to School Psychology in particular and Psychology in General so as to link the theoretical aspects of research with the practical field. Each student must submit a thesis report to the examination committee and s/he has to defend thesis before the examination committee in presence of other teachers and students. The student will be judged on the basis of his/her understanding of basic principles of research, data analysis, interpretation of results, and scientific report writing. Thesis report will be evaluated according to the existing university rules with two external examiners.

SPSY 512: Seminar
2 Credit Hours

As a requirement for the MS in School Psychology, each student will have to demonstrate his/her comprehensive theoretical knowledge and ability to link theory with School Psychology practices through a seminar on a topic related to this field. This course is designed to allow students to dive into an academic topic, problem, or issue of individual interest. Students will further develop skills they acquired previously in their education by accessing, analyzing, and synthesizing information as they address their topic of interest. The course culminates in a presentation before an assorted audience including the examination committee. A student will be judged on the basis of his/her presentation skill, conceptual clarity and quality of response to the questions, queries, and comments posed by the members of the examination committee and other audience.

SPSY 513: Viva Voce
2 Credit Hours

Viva voce or oral examination involves a process of verbal interaction between a panel of examiners and a student. As a requirement for the MS in School Psychology, each student will have to take oral examination where s/he has to answer questions in such a way as to demonstrate sufficient knowledge of the subjects s/he has already studied throughout the MS

program. It does not stand alone as an assessment tool. Rather, it provides information that is supplementary to that derived from a written examination. Examiners will assign scores based on student's depth and quality of content knowledge, communicative ability, fluency in speaking, coherence of ideas, and nonverbal strategies.

SPSY 514: Conference, Seminar, Symposium, Training, and Workshop

Non-Credit Course

Conference

A conference refers to a formal meeting of people (with shared interest) to discuss some issue (and the issue may not be highly academic or about specialized academic subject; it's more of a general nature). It often features keynote presentations delivered to all attendees, as well as multiple break-out sessions and a relatively larger group meets here (which may not be the case in Seminars or Symposia).

Seminar

A seminar is a form of academic instruction, either at an academic institution or offered by a commercial or professional organization. It has the function of bringing together small groups for recurring meetings, focusing each time on some particular subject, in which everyone present is requested to participate. This is often accomplished with a seminar leader or instructor, or through a more formal presentation. It is essentially a place where assigned readings are discussed, questions can be raised and debates can be conducted.

Symposium

Symposium (plural: symposia) refers to a meeting in which individuals discuss a particular specialist or academic subject. It is typically a more formal or academic gathering, featuring multiple experts delivering short presentations on a particular topic. It is of more academic nature (with a narrow focus) than a seminar/conference.

Training

Training is an organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill. Training often aims at developing in oneself or others, any skills and knowledge that relate to

specific useful competencies. It has specific goals of refining one's capability, capacity, and productivity.

Workshop

Workshop, in academics, also refers to the meeting of a group of individuals. What makes it different from the other terms, is the fact that the group meeting for a workshop not only engages in intensive discussion (on a particular subject/project), but also involves in some 'activity'. Workshops tend to be smaller and more intense than seminars. This format often involves students or participants practicing their new skills during the event under the watchful eye of the instructor.

As a requirement for the MS in School Psychology, each student will have to attend conference, seminar, symposium, training, and workshop held throughout the MS program for improving communication skills and gaining expert knowledge that are essential to make a successful transition into the role of School Psychologist. Participation in these programs would help a student link theory they studied previously with evidence-based practice in School Psychology. A student will be judged on the basis of his/her attendance and participation in the activities during conference, seminar, symposium, training, and workshop.