

學校心理學專題 Seminar on School Psychology

課程代號：KPC

開課期間：2024 年下學期

開課系所：心諮系

授課分數：3 (選修 elective)

教學助理：

上課時間：每週四上午 9:00-12:00

上課地點：N206

授課教師：Howard Fan (教授)

Office Hours: by appointment

Tel: 分機

E-mail: howardfan@isu.edu

課程概述 Course Description

The main purpose of this class is to introduce the field of school psychology and to have students critically think about the field and their role in the profession. The course contents include overview of the history, systems, roles, and functions of school psychologists. In addition, readings in contemporary issues provides the foundation for practicing school psychology. This class will be a critical stepping stone on your journey to becoming a competent school psychologist.

先修課程 Course Prerequisites

Currently enrolled in a master's or doctoral program.

學習目標 Learning Objects

1. Students will have knowledge of the history and foundations of school psychology.
2. Students will have knowledge regarding various service models and professional roles in school psychology.
3. Students will have knowledge about professional competency domains in school psychology.

教學方式 Instructional Strategies

A seminar format will be used to discuss topics related to the school psychology profession, 授課方式將包含講授、指定文獻閱讀、小組合作與報告、個案研討、心得報告等方式進行。

教學設計 Instruction Design:

1. Students are expected to be in each class on time and to actively participate in class discussions
2. Students will participate in class by completing the readings for each week and **turning in a brief reaction paper for each week's assigned readings, including one or two questions** to bring up during class discussion.
3. Students are expected to prepare **an in-class presentation** for the class about a specialized topic about school psychology.

課程評量安排 Assignments & Evaluation:

1. 課堂參與(40%)：平時成績

Your active participation is essential to the success of this class. To earn full points for participation, you are expected to attend class, except in emergency or illness situations, in which you should notify the instructor prior to class.

After completing the assigned readings each week, write a one-page (single-space) **reaction paper**, including **one or two** discussion question(s). The proposed questions should be thoughtful and appropriate to lead a class discussion on the weekly class topic. **Reading reactions are due 24 hours before each class.**

2. 小組報告(30%)：選定一個與學校心理學相關的主題進行課堂口頭報告(with PowerPoint)。

Each student (or a student group) will select a topic of interest (如: 社會情緒學習、中輟輔導、手機網路沉迷、拖延症/Procrastination、霸凌、親師溝通/合作) and prepare a 50-minute presentation for the class. Students will sign up for presentation topics and presentation times in class. Topics should be broadly related to the field of school psychology and **should be pre-approved by the instructor**. Presentations should describe the topic, importance and relevance to the profession, and include suggestions for future directions for the field. The presentation PowerPoint should be submitted to the instructor to share with the entire class.

3. 期末報告(30%)：個別統整學期所學，完成一份期末心得報告之撰寫。

For this final paper, you are to write a seven-page paper, using APA style, regarding the past (i.e., history), present, and future of school psychology. In addition, you are to discuss how you will impact the future of school psychological practice **in Taiwan**. You will cite your sources. You are to use at least 5 sources, with at least three sources coming from peer reviewed journals. The reference page is counted as one of the seven pages. No need for an Abstract.

課程進度 Content Sequence

This syllabus and schedule are subject to change at the instructor's discretion, in response to student learning or extenuating circumstances.

	日期	閱讀進度/學習素材	研讀/學習活動 Act.	Note
1	2/22	Introduction to the Field of School Psychology	Review Syllabus 學校心理學個案思考模式 Fan et al (2021) Development of School Psychology in Taiwan	
2	2/29	The Historical Context of School Psychology	Merrell et al (2022) Chapter 2 Lazarus et al (2022) Transforming School Mental Health Services 李佩珊&方惠生(2022)	
3	3/7	School Psychologist Training 學校心理學訓練模式	Merrell et al (2022) Chapter 5	

			莊季靜等(2021)北美專業心理師訓練介紹 許育光&刑志彬 (2019)臺灣學校心理師何去何從？	
4	3/14	A Data-Driven Problem-Solving Orientation 介入反應模式在學習診斷上的應用	Merrell et al (2022) Chapter 3 Reschly (2014) RtI for SLD	
5	3/21	Role in Assessment	Merrell et al (2022) Chapter 8 Furlong et al (2014) Social and Emotional Health Survey/社會與情緒健康量表 SAEBRS for screening CBCL as a behavior rating scale	
6	3/28	Role in Prevention and Intervention - Academic Issues	Merrell et al (2022) Chapter 9	
	4/4	民族掃墓節/兒童節(停課)		
7	4/11	Role in Prevention and Intervention - Social-Emotional, Behavioral, and Mental Health Function-Based Interventions	Merrell et al (2022) Chapter 10 Cook et al (2018) Establish-Maintain-Restore Method Cook et al (2018) Greeting at the Door	
8	4/18	Consultation and Collaboration 學校本位諮詢	Merrell et al (2022) Chapter 11 宋宥賢(2021)論諮詢工作在輔導上的運用 Fan et al (2021)諮詢自我效能量表 Fan et al (2024)行為信念量表	
9	4/25	Promotion of Systems Change	Merrell et al (2022) Chapter 11 Conoley et al (2020) 陳婉真(2018)心理師與學校輔導合作經驗初探 刑志彬等(2020)系統合作告訴學校心理師什麼？	
10	5/2	Research and Evaluation	Merrell et al (2022) Chapter 12 方惠生、戴嘉南(2008) 趙曉美等(2006)	
11	5/9	Moving the Field Forward	Merrell et al (2022) Chapter 13	

			D'Amato & Perfect (2020)學心的前世今生與未來(APA) Zhang (2023) Student-Intervention Match	
12	5/16	課堂專題報告 (一)	Group 1/Topic:	
13	5/23	課堂專題報告 (二)	Group 2/Topic:	
14	5/30	課堂專題報告 (三)	Group 3/Topic:	
16	6/6	機場接機、停課乙次		
17	6/13	課堂專題報告 (四)	Group 4 (if needed)/Topic:	
		研讀統整、期末報告 due on 06/14		

指定教科書 Required Texts*

Merrell, K. W., Ervin, R. A., Gimpel Peacock, G., & Renshaw, T. L. (2022). *School Psychology for the 21st Century: Foundations and Practices*, 3/E

延伸閱讀文獻

- Fan, C., Juang, Y., Hsing, C., Yang, N., & Wu, I. (2021). The Development of School Psychology in Taiwan: Status Quo and Future Directions. *Contemporary School Psychology*, 25, 311-320.
- Lazarus, P. J., Doll, B., Song, S. Y., Radliff, K. (2022). Transforming School Mental Health Services Based on a Culturally Responsible Dual-Factor Model. *School Psychology Review*, 51(6), 755-770.
- Reschly, D. J. (2014). Response to intervention and the identification of specific learning disabilities. *Topics in Language Disorders*, 34(1), 39–58.
- Furlong, M. J., You, S., Renshaw, T. L., Smith, D. C., & O'Malley, M. D. (2014). Preliminary development and validation of the Social and Emotional Health Survey for secondary students. *Social Indicators Research*, 117, 1011–1032.
- Fan, C., Zhang, Y., Juang, Y., & Yang, N. (2021). An Examination of the Psychometric Properties of the Consultation Self-Efficacy Scale. *Journal of Educational and Psychological Consultation*, 31(2), 246-267.
- Fan, C., Tsai, C., Juang, Y., Wang, H., & Chang, Y. (2024). Cross-Cultural Examination of School Staff's Beliefs About Principles of Positive Behavior Support. *Psychology in the Schools*, 61(1). 287-303.
- Cook, C. R., Coco, S., Zhang, Y., Fiat, A. E., Duong, M. T., Renshaw, T. L., Long, A. C., & Frank, S. (2018). Cultivating positive teacher–student relationships: Preliminary evaluation of the establish–maintain–restore (EMR) method. *School Psychology Review*, 47(3), 226–243.
- Cook, C. R., Fiat, A., Larson, M., Daikos, C., Slemrod, T., Holland, E. A., Thayer, A. J., & Renshaw, T. R. (2018). Positive greetings at the door: Evaluation of a low-cost, high-yield proactive classroom management strategy. *Journal of Positive Behavior Interventions*, 20(3), 149 - 159.
- Hayes, L., & Ciarrochi, J. (2015). *The thriving adolescent: Using Acceptance and Commitment*

Therapy and Positive Psychology to Help Young People Manage Emotions, Achieve Goals, and Build Positive Relationships. Oakland, CA: Context Press

- 方惠生、戴嘉南(2008)。彰化縣專業諮商人員介入國小校園輔導工作實驗方案評估研究。諮商輔導學報，18，89-121。
- 趙曉美、王麗斐、楊國如(2006)。臺北市諮商心理師國小校園服務方案之實施評估。教育心理學報。37(4)，345-365。
- D'Amato, R. C., & Perfect, M. (2020). History of the future of proactive school psychology: Historical review at our 75th APA anniversary to transcend the past, excel in the present, and transform the future. *School Psychology, 35*(6), 375–384.
- Conoley, J. C., Powers, K., & Gutkin, T. B. (2020). How is school psychology doing: Why hasn't school psychology realized its promise? *School Psychology, 35*(6), 367–374.
- Zhang, Y. (2023). A precision-based approach to implement evidence-based interventions for students with externalizing behaviors in developing countries: A single case experimental study in China. *School Psychology*. Online first.

And other additional journal articles assigned by the instructor