

Lewis and Clark College Graduate  
School of Education Department of  
Counseling Psychology

Introduction to School Psychology  
CPSY 507 Amy M Rees, Ph.D.  
503-768-6060 arees@lclarkedu

Text:

Fagan, T.K. & Wise, P.S. (2000). School Psychology: Past, Present, and Future. Washington, DC: The National Association of School Psychologists.

Other readings as assigned.

Description

The fall component of this two-course sequence will provide an orientation to the field of school psychology through readings, discussion, and class assignments. Historical and contemporary issues will be explored in order to build a foundation for graduate preparation and professional practice in school psychology. Students will:

- Develop an understanding of the profession of school psychology, its historical roots and the contemporary roles and functions of school psychologists.
- Identify and examine contemporary issues in school psychology and education.
- Place school psychology in the larger context of education as one of a variety of related special service professions (e.g. special education, speech pathology, school counseling, school social workers).
- Gain insight into the organizational culture of schooling at the classroom, building, district, state, and federal levels.
- Become familiar with professional organizations and the scholarly journals of the field.
- Become familiar with the school psychology program at Lewis and Clark College.
- Begin to develop and demonstrate self reflection skills

Assignments and Grading:

- . Attendance and participation: You MUST attend AND PARTICIPATE in all five classes. If an emergency requires that you miss a class or any portion of a class, make up work will be required. The exact content of this makeup assignment will be determined by the instructor. Attendance: 25 points per class/ 125 total
- . Self Reflection Papers: You will write two self-reflection papers. Papers should contain thoughtful consideration about your experiences, thoughts, and feelings about the profession of school psychology, your expectations, surprises, insights, and disappointments. I'm looking for you to express an integrative focus to your views about all of your graduate school experiences. 2-3 pages each. 15 pts each/total 30pts
- . Readings/Weekly assignments- 5 class meetings/10 pts each/total 50 pts
- . Shadow school psychologist: log and reaction journal/50 points

Attendance	125	Self
Reflection	Papers	30
Assignments		50
<u>Log/reaction</u>	50	
		250

Grading scale:

90-100% A

80-89% B

Below 80%: I call a do over! You are expected to do the work as assigned and described.

Failure to complete the work adequately will require that you do additional assignments.

Schedule - Subject to change

Class 1

September 12, 2005

CLASS ACTIVITIES: Introductions

Program review

Portfolio review

**SEMESTER END ASSIGNMENT: DUE NOVEMBER 7**

Find a school psychologist to shadow for a day. Do this early enough to account for possible schedule changes. Keep a log of activities and a journal of your experiences and questions. Plan on taking reading material with you because there may be portions of the day when confidentiality issues or other reasons prevent you from directly observing the psychologist for a time, but you are to spend the entire work day with the psychologist as closely as possible. See attached explanation for the assignment.

Class 2

September 26, 2004

Assignments:

Reading: F & W Chapters 1,2,

Write 3 open ended questions/discussion items per chapter.

Research websites. Suggestions: links from CPSY website, look up NASP, AP A, search specific terms (e.g. professional development, special education reform, parents rights, IDEA, IDEA reauthorization) Each student should bring in (ONE) site and a one or two page print of helpful pages for other students. (15 copies)

It is strongly suggested that you join NASP. The cost for students is quite low and the benefits are well worth it. Also, you will be required to obtain liability insurance for practicum next year, which is also inexpensive for students through NASP.

Activities: Lecture Chapter 7

Discussion"

Students share web sites

Class 3

October 10, 2004

Read: F & W Chapters 3, 4

Write 3 open ended questions/discussion items per chapter

Reflection Paper 1 due

Generate list of questions for panel

Activities: Panel of school psychologists

Class discussion

Class 4

October 24, 2004

Read F & W Chapters 6,8

Write 3 open ended questions/discussion items per chapter

Activities: Class discussion

TBA : Visit from 2nd & 3rd year students?

Class 5 November

7, 2004

Read: F & W Chapters 5,11

Write 3 questions/discussion items per chapter

Reflection Paper 2 due

Shadowing report due

Activities: Class discussion, Students share shadowing experiences

## School Psychologist Shadowing Assignment

### Information for the school psychologist:

Thank: you for allowing a Lewis & Clark College school psychology student shadow you for a day! The purpose of the assignment is for the student to get a sense for an entire day's worth of work. Please try to have the student literally "shadow" you for as much of your day as possible. It would be most helpful to schedule a day when you are doing a variety of activities that the student can observe. During testing or other times you determine the student's presence would be disruptive, if school observation time is possible that would be helpful. Otherwise the student has been asked to use time while waiting to write a journal about experiences. Students have been educated about the importance of confidentiality and understand their ethical obligations.

### Student:

Keep a log of activities and exact times. If the school psychologist gets stopped in the hallway for 5 minutes to discuss a student - write it down! Also keep a log of your questions and the answers you get, as well as topics you want to discuss in class. DO NOT write down actual names of students, parents, teachers, or other school personnel.

At the end of the day write a 2-3 page REACTION journal with your thoughts and feelings about the experience. I do NOT want this portion to be a description of what happened, that information goes into the log mentioned above.

### Example:

Log entry: 8:15-9:00 Attended student study team meeting with two teachers and the principal. Difficulties with 3 students were discussed and plans written to intervene.

Reaction Paper paragraph: During the student study team I was impressed with how quickly the process went and how everyone worked together. It seemed tense between one of the teachers and the principal and it made me wonder how much personalities affect these kinds of meetings. The school psychologist led the meeting and I was worried about learning how to do this myself, etc.

### "Down" Time

Some activities are not appropriate for observation, or a parent may not agree to let you observe during a meeting. If possible work out a plan with the psychologist, building principal and one or more teachers so that you may observe school activities during this time. If this is not clearly defined in advance, and you end up sitting and waiting, try to sit somewhere where you may have the opportunity to observe something - by the front door, office waiting area, or cafeteria. Make sure you have been given some type of visitor pass and that the office personnel know who you are. Although this should be worked out with the school psychologist you are observing, it is YOUR responsibility to make sure you follow school policies and rules. No matter what happens you need to be gracious!