

COURSE SYLLABUS

Lewis & Clark College
 Graduate School of Education and Counseling

Course Name	Introduction to School Psychology II
Course Number	CPSY 508
Term	Spring 2013
Department	Counseling Psychology
Faculty Name	Priscilla Smith, MS NCSP
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Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
Learning Environments	X
Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	
Content Knowledge	X
Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	
Connection to Community	X
Design educational activities that cultivate connections between learners and their communities and region.	
Professional Life	X
Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	

Authorization Levels:

This course addresses preparation at specific authorization.

Early Childhood Age 3-4 th Grade	R,P
Elementary 3 rd -8 th Grades in an Elementary School	R,P
Middle Level 5 th -9 th Grades in a Middle or Junior High School	R,P
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	R,P

*R = Readings and In-class Discussions *P = Practicum

Non-discrimination policy and special assistance:

Lewis & Clark College adheres to a nondiscriminatory policy. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws. If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

Catalog Description:

Introduction to School Psychology I and II: Overview of the history, systems, roles and functions of school psychologists. Readings in contemporary issues and historical events provide the foundation for graduate preparation in school psychology. Students observe the work of school psychologists and discuss the profession in a seminar format. This course is a practicum in school-based systems, and includes overviews of the theories and practices for school-based emotional, behavioral, social, and academic change.

Course and First-Year Goals and Objectives:

1. Students will become aware of the broad domains of competence necessary for school psychologists. They will participate in readings, class discussions, on-site observations of professional school psychologists, and written work concerning their observations and reactions. (NASP Domains 2.10 Legal, Ethical and Professional Practice)
2. Prior to the first year practicum, students will complete 20 hours of observation in the public schools each semester. They will discuss observation experiences in class and write reaction papers. The purpose is for the student to observe the larger milieu of public schools to understand the broad spectrum of student services in schools. (NASP Domains 2.2 Consultation/Collaboration, 2.5 School-Wide Practices)
3. Students will study and make a presentation of a current school psychology topic that is of interest to them; material is available in the textbook. Additional material will be presented in class lectures. Purpose: To consider contemporary issues facing school psychologists. (NASP Domain 2.10)
4. Students will develop a first-year portfolio, including an updated resume with a reference letter and shadowing experiences. Purpose: To begin a professional development file, this should be used throughout one's career and to prepare for Practicum during the second year of studies. (NASP Domains 2.10 and 2.6: Preventative/Responsive Services)
5. Students will develop a beginning knowledge of theories and practice of school-based assessment and treatment in the areas of behavior and academics skills. (NASP Domains 2.3 Interventions: Academics and 2.4 Interventions: Social/Life Skills).
6. Students will complete a Qualifying Examination on the ten NASP Domains

Bibliography:

Required texts: Thomas, A. and Grimes, J. (Eds.) (2009). *Best practices in school psychology V*. Bethesda, Maryland: NASP.

Optional Literature (All are available at Watzek Library):

National Association of School Psychologists. Communique.

National Association of School Psychologists. School Psychology Review.

American Psychology Association (Division 16). School Psychology Quarterly.

Course Requirements:

For the second semester, students will spend twenty hours in the public schools, observing and interviewing various specialists. Students will document that work and write log/reaction papers on each. Students will participate in class by completing the readings for each week and turning in a review of each reading, including one or two questions to bring up during class discussions. Students are expected to be in each class, on time, and to participate in discussions. If one class is missed, the student will read, summarize, and comment on an article from a school psychology journal or Best Practices. The student will also interview and copy class notes from another student and outline the test chapters that were missed. If more than one class is missed, the student may not pass the class. One percentage point will be lost for every day that an assignment is late. 100-90 points= A; 89-80 points+ B; 79 or fewer points: No credit

In addition to assignments, students will complete all paperwork for second semester as described in the First Year Handbook. Students will continue their collection of professional resources and personal portfolio. Students will continue personal counseling as needed to complete this requirement.

Spring CPSY 508 Assignments and Schedule

First Year Practicum Hours (20% of your grade)

Completion and Documentation of date/place of each observation on Form 2 from the First Year Handbook.

Description/summary of the activity/interview and your reaction. A well-written paragraph on each activity is required.

Papers on Readings (10% of your grade)

Read the chapters then write a one-page review of topics and information you'll need in your future practice (2 points each).

Write one or two questions or topics to discuss in class (1 point). Please bring in two copies to class- one for the instructor and one for you to keep.

Professional Development File/Portfolio (10% of your grade)

Include an up-to-date resume, any letters of recommendation that you have, at least ten references/resources in the Portland area. Includes all completed forms from the first-year handbook and documentation of completion of personal counseling hours. Include notes of Domains from class including citations from Best Practices.

Qualifying Examination (60% of your grade.)

The qualifying examination will display your knowledge of the ten NASP Domains of practice and how they are shown in school-based practice. Each domain will be listed. For one point, you'll need to define the domain. For two points, you'll need to define it and give a school-based example. For the three full points, you'll need to define it and give three complete examples of practice. This score will be doubled and four additional points will be added if your material is written well, including spelling, grammar, and organization.

Other work required for progress by the end of the semester:**Personal Counseling Documentation**

Documentation of hours attended (at least 5 sessions) and a reflection of the experience.

Schedule: Spring 2013

Date:	Due:	Topics:
Jan. 8		Review of requirements for class to prepare for practicum NASP Domains 1 and 2
Jan. 15	Read Best Practices, Appendix III Read Best Practices V, Chap. 9	Data-Driven Problem-Solving Model * (7) NASP Domains 3 and 4
Jan. 22	Examples for each of Domains # 1-6 From Best Practices, class notes, field experiences, etc.	NASP Domains 5 and 6 School Psych. Role in Assessment * (8) Actual examples of assessments
Jan. 29	Midterm practice: Bring in a definition and three examples for 2 of the NASP Domains. No grade will be given, but feedback for the qualifying exam will be discussed. Be prepared to share these samples with class	NASP Domains 7 and 8
Feb. 5	Read Best Practices V, Chap. 81	NASP Domains 9 and 10 School Psych Role in Prevention and Intervention with Academics and Social-Emotional Behavior *(9-10)
Feb. 12	Citations for Domains 7-10: Best Practices Ruth Gonzalez will speak on Practicum and Insurance Process	NASP Professional Standards
Feb. 19	Read Best Practices V, Chap. 54	School Psych Role in Facilitating Systems Change *(11)
Feb.26	Read SP 21 st Century, Chap. 12	School Psych Role in Research and Evaluation *(12)
Mar. 5	Qualifying Exam: Meet in the Computer Lab on the Graduate Campus.	
Mar. 12	Documentation of 20 hours of Observations/ Interviews Professional Development File including completed forms from first year handbook	Individual Meetings w/Instructor (5:00-8:30) Discuss observations/interviews
Mar.19	All spring requirements due	Evaluations

Preparation for Practicum

By May 1, set up a tentative site for practicum and let the Practicum Coordinator (Ruth Gonzalez, Gonzalez@lclark.edu) know the supervisor's name, phone, and email. She will verify requirements with them then will get back to you as soon as possible to confirm the placement.