

**COURSE SYLLABUS COVER SHEET**  
 Lewis & Clark College  
 Graduate School of Education and Counseling

<b>Course Name</b>	<b>Introduction to School Psychology I</b>
<b>Course Number</b>	<b>CPSY 507</b>
<b>Term</b>	<b>Fall 2013</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Faculty Name</b>	<b>Elena Lilles Diamond, PhD, NCSP</b>

**Catalogue Description:** 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.

**Guiding Principles/Standards Addressed in Course:**

<b>Guiding Principles/Standards</b>	
<u>Learning and Living Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	<b>X</b>
<u>Disciplinary Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	<b>X</b>
<u>Professional Practice</u> Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
<u>Connection to Community</u> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	<b>X</b>
<u>Professional and Technological Resources</u> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.	<b>X</b>
<u>Assessment</u> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	<b>X</b>
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well-being.	<b>X</b>
<u>Professional Life</u> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	<b>X</b>

**Authorization Levels (for TSPC-approved programs only):**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	R, P
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R, P
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	R, P
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a 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

**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. For the first year field studies, students will complete 20 hours of observation in the public schools fall 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 textbooks. 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 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).

**Course Calendar:**

Class will meet from 9:45-1:15 nine times during the fall semester; see page 4 for a schedule of classes and readings.

**Required Readings:**

1. Thomas, A. and Grimes, J. (Eds.). (2009). *Best practices in school psychology V*. Bethesda, Maryland: NASP.
2. Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2012). *School psychology for the 21st century: Foundations and practices*. New York: Guilford Press
3. Supplemental readings will be made available online or in class
4. Additional Resources (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 first semester practicum, students will spend **20 hours** in the public schools, observing and interviewing various specialists. Students will document that work and write log/reaction papers on each activity.
- Students are expected to prepare one presentation for the class about a specialized topic about school psychology.
- 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. The student will also interview and copy class notes from another student and outline the test chapters that were missed. If two classes are missed, the student will be at risk of not passing the class.

**Assignments:**

**Class participation** (18 points)

Your active participation is essential to the success of this class, and the impact the course will have on you and your classmates. 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), complete all assigned readings, and discuss the weekly readings, professional practices topics, and related assignments in an informed and articulate manner. If you miss class (excused or unexcused), you will not earn participation points for that week.

**Reading Reactions** (24 points)

After completing the assigned readings each week, write a one-page (single space) reaction paper on the topics and information covered that you will need in your future practice. Following your reaction include two discussion questions. Questions should be thoughtful, well articulated, and appropriate to lead a class discussion on the assigned topic. Reading reactions are due at the beginning of class each week.

**First Year Field Studies Hours (80 points)**

Each student will complete a minimum of 20 hours in public schools observing or interviewing various specialists. Students will log the hours completed and write a 1-page (single space) reaction paper to each observation/activity. Activities can include but are not limited to: interviewing professionals (e.g., special education teacher, general education teacher, principal, behavioral specialist, special programs coordinator), observing a meeting (e.g., student study team, grade level planning team, Response to Intervention team, Positive Behavior Support team), observe general and special education classrooms across various grade levels and subject areas. Be sure to gain proper approval before attending a meeting/ observing a classroom. Always sign in at office and obtain appropriate visitor badge. Be prepared to share your experiences and reactions in class throughout the semester. Hours are to be completed by class on December 9, 2013.

**Interview with a school psychologist (20 points)**

During the first half of the semester you will conduct an interview with a practicing school psychologist, write a brief synopsis of and reaction to this interview. You may interview any practicing school psychologist you know. You should interview the school psychologist regarding how they became interested in the field of school psychology, their training and professional experiences, their particular professional interests, their views on the current and future state of the field, and professional advice they would offer to a school psychologist-in-training. Be prepared to discuss your interview in class. Evaluation of this assignment will be based on the depth of analysis, quality of writing of the interview summary, and discussion of the implications of the group's interviews in class. Note: these interview hours can count toward your 20 "first year field studies" hours.

**Ethical dilemma analysis (15 points)**

You will be given a case scenario that describes a typical ethical dilemma in a professional practice situation. You will create a written analysis and response to this situation, integrating the principals of ethical practice covered in class, in the assigned readings, and in the APA and NASP codes of ethical conduct. Be prepared to discuss your analysis in class. Evaluation of this assignment will be based on your application of an ethical problem-solving model to the dilemma, the acceptability of your identified course of action, and your presentation/defense of your decision-making in class.

**Topical Presentation (30 points)**

Each student will select a topic of interest and prepare a 10-15 minute presentation for the class. Students will sign up for presentation topics and presentation times in class. Topics should broadly relate to the field of school psychology and should be pre-approved by the instructor. Presentations should describe the topic, importance and relevance to the field and include suggestions for future directions for the field. The presentation should be accompanied by a 1-page handout for each student in the class.

**Grading:**

Each of the assignments or grading areas has been given a maximum point value and some general evaluation criteria. Your grade for the course will be based on the total number of points you earn, in connection with the following breakdown of 100% of possible points:

99-100:	A+	79-82.9: B-
94-98.9:	A	76-78.9: C+
91-93.9:	A-	73-75.9: C
87-90.9:	B+	70-72.9: C-
83-86.9:	B	< 70: F

Regarding timeliness of assignments, it is expected that all work will be completed and turned in on the assigned due dates. Points will be deducted for late work (-10% per calendar day late), unless negotiated with the instructor in advance of the due date. As instructor of this course, I reserve the right to establish absolute dates beyond which late work will not be accepted. I will be reasonable in these matters in the event of illness or related significant personal matters that may require submitting work late. Incompletes will be given only under special circumstances, in accordance with Lewis and Clark policy.

**CPSY 507 Fall 2013 Course Schedule**

This syllabus and schedule are subject to change at the instructor's discretion, in response to student learning or extenuating circumstances. If you are absent from class, it is your responsibility to ask about announcements and assignments given while you were absent.

Date	Topics/Readings	Assignments Due
9/9	<b>Course Overview &amp; Intro to the Field of School Psychology</b> <ul style="list-style-type: none"> <li>• Program and First Year Handbooks</li> <li>• Merrell, Ervin &amp; Gimpel (2012). Chapter 1</li> </ul>	Review Syllabus and Handbooks
9/16	<b>The Historical Context of School Psychology</b> <ul style="list-style-type: none"> <li>• Merrell, Ervin &amp; Gimpel (2012). Chapter 2</li> <li>• Reschly, D. J. (2008). School psychology paradigm shift and beyond. In A. Thomas A. J. Grimes (Eds.), <i>Best practices in school psychology V</i> (vol. 1, pp. 3-15). Bethesda, MD: National Association of School Psychologists</li> </ul>	Reading Reaction  Explore NASPonline.org  Sign up for presentation (in class)
9/23	<b>Becoming a School Psychologist: Training, Credentialing, and Employment Issues</b> <ul style="list-style-type: none"> <li>• Merrell, Ervin &amp; Gimpel (2012). Chapters 4-5</li> <li>• NASP Standards Documents: (found in Best Practices vol. 1 Supplement)               <ul style="list-style-type: none"> <li>○ NASP (2010) Model for comprehensive and integrated school psychological services</li> <li>○ NASP (2010) Standards for graduate preparation of school psychologists</li> <li>○ NASP (2010) Standards for the credentialing of school psychologists</li> </ul> </li> </ul>	Reading Reaction  Identify professional development opportunities—include in reading reaction
11/4	<b>Legal and Ethical Issues in School Psychology</b> <ul style="list-style-type: none"> <li>• Merrell, Ervin &amp; Gimpel (2012). Chapter 6 &amp; Appendix A (APA ethical principles of psychologists and code of conduct, 2002)</li> <li>• NASP (2010) Principles for professional ethics</li> <li>• McNamara, K. (2008). Best practices in the application of professional ethics. In A. Thomas &amp; A.J. Grimes (Eds.), <i>Best practices in school psychology V</i>, (vol. 6, pp. 1933-1945). Bethesda, MD: NASP</li> </ul>	Reading Reaction  Fingerprint packet due  Documentation of hours to-date  Interview of school psychologist
11/11	<b>Cultural and Linguistic Diversity in School Psychology</b> <ul style="list-style-type: none"> <li>• Merrell, Ervin &amp; Gimpel (2012). Chapter 3</li> <li>• Ortiz, S.O., Flanagan, D.P., &amp; Dynda, A.M. (2008). Best practices in working with culturally diverse children and families. In A. Thomas &amp; A.J. Grimes (Eds.), <i>Best practices in school psychology V</i>, (vol. 6, pp. 1721-1738). Bethesda, MD: NASP.</li> </ul>	Reading Reaction  Ethical dilemma analysis
11/18	<b>Assessment and a Data-Driven Problem Solving Orientation to School Psychology</b> <ul style="list-style-type: none"> <li>• Merrell, Ervin &amp; Gimpel (2012). Chapters 7-8</li> </ul>	Reading Reaction
11/25	<b>Prevention and Intervention in School Psychology</b> <ul style="list-style-type: none"> <li>• Merrell, Ervin &amp; Gimpel (2012). Chapters 9-10</li> <li>• Doll, B. J., &amp; Cummings, J. A. (2008). Best practices in population-based mental health services. In A. Thomas A. J. Grimes (Eds.), <i>Best practices in school psychology V</i> (vol. 4, pp. 1333-1348). Bethesda, MD: National Association of School Psychologists.</li> </ul>	Reading Reaction

Date	Topics/Readings	Assignments Due
12/2	<p><b>The School Psychologist’s Role in Promoting Systems Change</b></p> <ul style="list-style-type: none"> <li>• Merrell, Ervin &amp; Gimpel (2012). Chapter 11</li> <li>• McGlinchey, M .T., &amp; Goodman, S. (2008). Best practices in implementing school reform. In A. Thomas A. J. Grimes (Eds.), <i>Best practices in school psychology V</i> (vol. 3, pp. 983-994). Bethesda, MD: National Association of School Psychologists.</li> </ul>	<p>Reading Reaction</p> <p>Individual Meetings</p>
12/9	<p><b>Research in School Psychology; Moving the Field Forward</b></p> <ul style="list-style-type: none"> <li>• Merrell, Ervin &amp; Gimpel (2012). Chapters 12-13</li> <li>• Keith. T. Z. (2008). Best practices in using and conducting research in applied settings. In A. Thomas A. J. Grimes (Eds.), <i>Best practices in school psychology V</i> (vol. 6, pp. 2165-2176). Bethesda, MD: National Association of School Psychologists.</li> </ul>	<p>Reading Reaction</p> <p>Individual Meetings</p>

**Please note: By May 1, set up a tentative site for practicum and let the Practicum Coordinator (Elena Diamond, ediamond@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.**