

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

Course Name	<u>Introduction to School Psychology II</u>
Course Number	<u>CPSY 508</u>
Term	<u>Spring, 2014</u>
Faculty Name	<u>Colleen M. Hanson, Ed.D</u> <u>503-998-7827</u>

Catalog Description:

Introduction to School Psychology 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.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<u>Content Knowledge</u> Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.	X
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<u>Leadership and Collaboration</u> Lead and collaborate with others to plan, organize, and implement educational practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization.

Early Childhood Age 3-4 th Grade	R
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

COURSE SYLLABUS

Course Name	<u>Introduction to School Psychology II</u>
	<u>CPSY 508-02</u>
Term	<u>Spring, 2014</u>
Department	<u>Counseling Psychology</u>
Meeting Information	<u>Thursdays, 5:30-8:30 pm</u> <u>January 09 - March 13, 2014</u>
Faculty Name	<u>Colleen M. Hanson, Ed.D.</u>
Phone/E-mail	<u>503-998-7827</u> <u>cmhanson@lclark.edu</u> <u>forskykids@yahoo.com</u>

Catalog Description:

Introduction to School Psychology 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.

The Spring semester of this two course sequence will culminate in providing students with a framework to better understand school systems, system change, and ethics. Historical and contemporary issues will be explored to assist students in: developing an understanding of special education and the effectiveness of special education interventions; placing school psychology in a broader context of education, as one of a variety of related support services; gaining insight into the organizational culture of schooling at the classroom, school, district, state, and federal levels; developing a working knowledge of brain function, memory and learning, and; understanding the socio-emotional, physical and cognitive developmental levels of children.

Course 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 Domain 2.10 School Psychology Practice and Development)
2. Students will complete 20 hours of observation in the public schools Spring semester. They will participate in class presentations with school psychologists, special, and regular education administrators. 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, and 2.6 School Organization)
3. Students will study and present on a current school-based topic, relevant to the field school psychology. Material is available in the class textbook. Additional material will be presented in class lectures. Purpose: To consider contemporary issues facing school psychologists. (NASP Domains 2.5 Diversity, and 2.10 School Psychology Practice and Development)
4. Students will continue to develop a first-year portfolio, including an updated resume with a reference letter and shadowing experiences. Purpose: To begin a professional development file which should be used throughout one's career and to prepare for Practicum during the second year of studies. (NASP Domains 2.6, and 2.10 School Psychology Practice and Development)
5. Students will continue to develop knowledge of theories and practice of school-based assessment and treatment in the areas of behavior, academics, social, and emotional skills. (NASP Domains 2.2 Consultation, 2.3 Cognitive/Academic Skills, and 2.7 Mental Health)
6. Students will develop an understanding of the socio-emotional, physical and cognitive developmental levels of children, birth to 21. (NASP Domains 2.5 Diversity, 2.7 Mental Health, and 2.10 School Psychology Practice and Development)
7. Students will develop a working knowledge of basic brain anatomy and function, as it relates to memory, learning, and behavior in the classroom. (NASP Domains 2.3 Cognitive/Academic skills, and 2.10 School Psychology Practice and Development)

Course Calendar: This class will meet from 5:30-8:30 ten times during the Spring semester; see pages 4 & 5 for a schedule of classes and assignments.

Bibliography:

Required text: Purchased in class [\$20]. Hanson, C. & Colwell, ME (2001). *Acquired Brain Injury: From Hospital to School & Beyond*. Portland, OR.

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

Required text: Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2006). *School psychology for the 21st century: Foundations and practices*. New York: Guilford Press

National Association of School Psychologists. Communique.

National Association of School Psychologists. School Psychology Review.

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

Course Requirements:

For the first year practicum:

1. Students will spend twenty hours in the public schools, observing and interviewing various specialists. Students will write a log/reaction paper about these experiences.
2. Students will prepare an oral presentation for the class on a specialized topic about school psychology and school-based change.
3. Students will write a reaction paper to the guest speaker's presentation.
4. Students will continue to develop a file of professional resources and a personal portfolio.
5. Students will write a self reflection paper: including why they want to become a school psychologist; what traits or skills they feel they have to offer the field; and, what area they would personally like to explore or become more skilled – in light of their experience and exposure from both Fall and Spring semesters of the First Year Practicum. Practical application of class discussions, readings, and lecture content is expected.
6. Students will complete all paperwork for Spring semester as described in this syllabus.
7. Students will complete the Comprehensive Exam on NASP Domains.

Grading:

1. Paper documenting your first year (Spring) practicum hours = 20%
2. Topical presentation = 10%
3. Paper on guest speaker = 10%
4. Professional Development File/Portfolio = 10%
5. Reflection/Traits Paper = 25%
6. Comprehensive Exam = 25%

100-90 points = A; 89-80 points = B; 79 or fewer points = No credit

NOTE: Attendance/participation; Students are expected to be in each class, on time, and ready to participate in all discussions. If one class is missed, the student will read, summarize, and comment on an article from a juried school psychology journal. The student will also interview and copy class notes from another student. If two classes are missed, the student may not pass the class. All assignments are due on the dates given, unless special arrangements are made, in writing [email], with the instructor prior to the due date: otherwise, a 5 point deduction will be made for each late assignment.

CALENDAR:

DATE:	DUE:	TOPICS:
January 09		<p>Introductions Overview Syllabus, Calendar, and Course expectations Getting In-Touch with Your Inner Child In-Class Writing Activity</p>
January 16		<p>Discuss Observations/Interviews Discussion: How to write a Resume (see Practicum Manual) Where is My Allegiance: District, School, Parent or Child? Why Do We Test? (& other curious questions) Developmental Stages/Learning Styles: Where Do Kids Fit & What to do if they Don't? [1] Sign-up for Topic Presentations</p>
January 23		<p>Discuss Observations/Interviews Developmental Stages/Learning Styles: Where Do Kids Fit & What to do if they Don't? [2] Working with Difficult Parents, Teachers & Schools: Applying Consultation skills with Collateral Groups or "How Do I Support Multiple Groups of Stakeholders? The Brain: Part 1 - Theory and Anatomy</p>
January 30	Draft: Reflection Traits paper	<p>Discuss Observations/Interviews The Expanding Role of the School Psychologist (or I'm More than a Tester) Low Incidence Disabilities: What to Do/Where to Go when You're No Specialist The Brain: Part 2 – TBI/OHI and the Law</p>
February 06	Draft: Resume	<p>Discuss Observations/Interviews The Brain: Part 3 – Memory & Learning</p>
February 07 [Friday]		<p>Practicum Mtg. (required) with 1st, 2nd, & 3rd year students 1:30 to 3:00pm 1st and 2nd year practicum students 3:00 to 4:00pm 3rd year Interns with social hour following</p>
February 13	Topical Presentations	<p>Guest Speaker: Building Successful School Teams Discuss Observations/Interviews Catching Up.....! Topical Presentations: 1. _____ 2. _____</p>
February 20	Topical Presentations	<p>Discuss Observations/Interviews Topical Presentations: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ NASP Domains – Review Content</p>
February 27	Topical Presentations	<p>Discuss Observations/Interviews Topical Presentations: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ Sign-up for Individual Check-out Meetings NASP Domains – Content Application</p>
March 06		<p>Comprehensive Exam – Computer Lab</p>
March 13	<p>Topical Paper Self-Reflection/Trait Paper Log of 20 hours of Observation/ Interviewing Professional Development File/Portfolio & Resume Guest Speaker Reaction Paper</p>	<p>Individual Meetings with Instructor Course Evaluation</p>

Guidelines:

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.

Topical Presentation (10% of your grade)

Oral Presentation:

- Engaged others' attention
- Well-rounded explanation of the issue/problem

Written Presentation (2 pages)

- Easy-to-use interventions suggested
- Organization of material
- APA-style citation(s)

Reaction Paper to School Psychology Guest Speaker Discussion (10% of your grade)

A one-page summary of what you heard and your reaction/application to the issues raised.

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

By March 13th, please have an up-to-date resume, any letters of recommendation that you have, at least 20 references/resources in the Portland Metro area.

First Year Practicum Hours (20% of your grade)

- Documentation of time/date/place of each observation
- Description of the activity
- Your reactions.

Self-Reflection/Trait Paper (25% of your grade)

(3 to 4 pages)

See page 6

School Psychology Paperwork for Spring Semester: First Year Practicum

Activity (possible points)	Due Date	Instructor	Notes
Due in Spring, 2014			
Documentation of 20 hours of observation (20 pts)			
Professional Development File/Portfolio (10 pts)			
Topical Presentation (10 pts)			
Paper on Guest Speaker (10 pts)			
Reflection/Trait Paper (25 pts)			
Comprehensive Exam (25 pts)			
<i>Final Grade in CPSY 508</i>			

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. Elena will verify requirements with them then will get back to you as soon as possible to confirm the placement.