

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

Course Name	Supervision & Professional Issues in School Psychology for Licensure Only
Course Number	CPSY 599
Term	Spring, 2010
Faculty Name	Colleen M. Hanson, Ed.D 503-768-6093 Rogers Hall #433 cmhanson@lclark.edu

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
Learning Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
Content Knowledge 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
Teaching Approaches Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
Connection to Community Design educational activities that cultivate connections between learners and their communities and region.	X
Educational Resources Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
Assessment Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
Research and Reflection Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
Leadership and Collaboration 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
Professional Life 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, 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

**CPSY 599 Supervision & Professional Issues in School Psychology:
Licensure Only
Fall 2009 – Spring 2010**

Instructor: Colleen M. Hanson, Ed.D.
E-Mail: cmhanson@lclark.edu

Office Hours: Tuesday & Wednesday afternoon [or by appointment]
Rogers Hall Room 433

Text: (Required) Merrell, K.W., Ervin, R.A., & Gimpel, G. A. School Psychology for the 21st Century. Gilford: New York, 2006.

(Optional Literature):

National Association of School Psychologists: Communiqué.

National Association of School Psychologists: School Psychology Review.

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

International School Psychology Association: School Psychology International.

COURSE DESCRIPTION:

This two-semester course is designed to provide Licensure Only students, in the School Psychology Program at Lewis & Clark College, an individualized introduction to the field of school psychology. An overview of the history, systems, roles and functions of school psychologists will be examined through readings and class discussions. Students will also have the opportunity to observe the work of practicing school psychologists in the field. The class experience culminates in the completion and presentation of an independent study project relating to the field.

COURSE OBJECTIVES:

- To provide students with an overview of the areas of competence required for the practice of school psychology
- To provide students with the opportunity to read about and discuss school based issues and systems
- To provide students with an opportunity to observe a practicing school psychologist, school-based counselors &/or special education classrooms
- To provide students with the opportunity to explore and reflect on who school psychologists are, what they do, and how they work within a school system
- To provide each student with the opportunity to complete an independent study project in an area of their interest to foster their personal and professional development as a school psychologist

Professional Standards:

Students are expected to follow professional standards, including adherence to legalities and ethics. In addition, students need to show a respectful demeanor towards students, parents, professional peers, and others. Students need to be timely in completing work:

they must honor class attendance and hours. Department policy is that students may miss one class each semester, with appropriate make-up work. If two classes are missed, the student is in danger of failing the class. If students miss a class, they need to discuss required ** make-up work with the instructor. Students are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Students are expected to be aware of and respect diversity and multicultural issues.

**** If one class is missed, the student will read, summarize, and comment on 2 articles from school psychology journals.**

Students with Special Needs:

The **Student Support Services Office**, located in the **Templeton Student Center** (main campus), is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in these services may contact the **Student Services Office** at **503-768-7191**. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me, if you need accommodations in our class.

COURSE REQUIREMENTS [Fall]:

Each student will:

1. Shadow** a school psychologist &/or other professional educators during the fall semester, for a total of 10-15 hours. Students will write reaction papers (*1page each*) about their experiences
2. Read the text chapters and other required readings and develop an outline/written notes on each
3. Start a file of professional resources***; file must include a section on resources for students & families in Portland & a section on professional development [*Due Spring Semester*]
4. Write a paper about their expected professional development over the next three years. Students are expected to reflect on who school psychologists are, why they are becoming a school psychologist, and how they see themselves after their internship year. Students may wish to compare/contrast their current professional role with that of a school psychologist. They also may wish to discuss ethics or personal goals, etc.
5. Prepare an updated resume, prepare a statement of their professional goals (What you hope to be doing professionally when you complete your license; identify the populations and problems with which you want to work; identify the setting in which you wish to work) [*Due Spring Semester*]
6. Complete your Independent Study project abstract and outline including goals, reference materials, and measure of intended outcome.

**** Shadowing Experiences**

All students are expected to spend **10-15** hours during the first semester shadowing school psychologists and other educational professionals. A variety of options are available, depending on your level of professional experience. In general, students should pick **10** experiences this semester. Required experiences are marked with an ******.

****Regular elementary academic classroom.**

****Regular middle or high school academic classroom.**

****Special Education classroom for students with minimal disabilities.**

****Special Education classroom for students with moderate/severe needs.**

****Interview school psychologist(s).**

Observe Speech/language therapy sessions in a school.

Observe Special Education placement meeting.

Observe planning meeting.

Interview an administrator.

Interview a school counselor.

Attend OSPA meeting/conference.

Observe assessment for cognitive, speech, or academic issues.

Observe an At-risk team meeting.

Observe a consultation meeting with teacher or parents.

Other: (Please get instructor approval for alternate activities.)

Reaction papers: You should document both the details of your experience (who, what, when, where) and your reaction to each [1 page each].

***** File of Resources:**

Develop an organizational system for your professional resources. One file would contain documentation of your own professional development (resume, letters of reference, conferences attended, etc.) Other files may be organized by topic (Divorce, ADHD, depression in children) or by type of resource provided (AA numbers, addresses for residential programs, social services programs). You will be asked to bring in hard copies of your index, your resume, and three local references or topical information documents. All of the topical and reference sections must include citation and/or location information.

EVALUATION:

RESUME/VITAE	=	5 PTS
RESOURCES	=	10 PTS
INDEPENDENT STUDY PRESENTATION	=	25 PTS
INDEPENDENT STUDY PROJECT PAPER	=	60 PTS

GRADE DISTRIBUTION:

100-97 points	=	A+
96-93 points	=	A
90-92 points	=	A-
89-87 points	=	B+
86-83 points	=	B
80-82 points	=	B-
79 or fewer points	=	No Credit

CLASS CALENDAR:

LATE SEPTEMBER thru MID OCTOBER First Class: Individual Mtgs.

OCTOBER 3RD Second Class: Group Meeting

- Introductions
- Course Syllabus
- Application for Independent Study
- Independent Study Project discussion
- Individual and Cohort Meeting dates
- Individual and Cohort Needs Assessment [Topics to Cover]
- Where to pick up the book

LATE OCTOBER Third Class: Group Meeting

- Due: Readings, Notes/Outlines for Chapters 1, 2, 3, & 5
- Skim Chapter 4
- Cohort discussion of Readings & Questions
- Defining School Psychology
- History of School Psychology
- School Psychologist as part of the School System
- Models of Best Practice
- Professional Organizations

MID NOVEMBER

Fourth Class: Group Meeting

- **Due: Readings, Notes/Outlines for Chapters 6, 7, 13, & read Appendix B: NASP Ethics**
- **Cohort discussion of Readings & Questions**
- **Cohort discussion of Shadowing Experiences**
- **Facilitating Change**
- **Ethics & the School Psychologist**
- **Set dates for individual meetings in December**

EARLY DECEMBER

Fifth Class: Individual Mtgs

- **Review Abstract and Outline of Independent Study Project**
- **Due: Reaction Papers**
- **Due: Professional Development Paper**
- **Due: Abstract and Outline of Independent Study Project**

SPRING SEMESTER

JANUARY

Sixth Class: Individual Meetings

Topics – Independent Study Project

MID FEBRUARY

Seventh Class: Group Meeting

Topics – Response to Intervention

-- Patterns of Strengths & Weaknesses

-- Special Ed Law

- **Due: File of Resources**
- **Cohort Abstract presentations/discussion/feedback**

MARCH

Eighth Class: Group Meeting

- **Topics - Where is my Allegiance? District – School...Parent – Child?**
- **Topics - Social Justice-What does it look like in the schools**

LATE APRIL

Ninth Class: Individual Meetings

- **Due: Independent Study Projects**
- **Due: Resume/Statement of Professional Goals**
- **Due: Internship Pre-requisites/papers**
- **Debrief**

MAY

Tenth Class: Group Meeting

- **Presentation of Projects to Neuro Psych 540**