

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

Course Name	<u>Introduction to School Psychology I A</u>
Course Number	<u>CPSY 507</u>
Term	<u>Fall, 2010</u>
Faculty Name	<u>Ruth Gonzalez, PhD, NCSP</u> 503-768-6068 Rogers Hall #433 Gonzalez@lclark.edu

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

<b>Guiding Principles/Standards</b>	
<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.

<b>Early Childhood</b> Age 3-4 <sup>th</sup> Grade	R
<b>Elementary</b> 3 <sup>rd</sup> -8 <sup>th</sup> Grades in an Elementary School	R,P
<b>Middle Level</b> 5 <sup>th</sup> -9 <sup>th</sup> Grades in a Middle or Junior High School	R,P
<b>High School</b> 7 <sup>th</sup> -12 <sup>th</sup> 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</u>
	<u>CPSY 507-01</u>
Term	<u>Fall, 2010</u>
Department	<u>Counseling Psychology</u>
Meeting Information	<u>Tuesdays, 3:00-6:00 pm</u>
	<u>Sept. 14 - Nov. 16, 2010</u>
Faculty Name	<u>Ruth Gonzalez, PhD, NCSP</u>
Phone/E-mail	<u>303-768-6068</u>
	<u><a href="mailto:Gonzalez@lclark.edu">Gonzalez@lclark.edu</a></u>
Office	<u>Rogers Hall #433</u>
	<u>Office Hours: by appointment</u>

### Catalog Description:

Introduction to School Psychology I: 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 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 SP Practice)
2. For the first year practicum, students will complete 20 hours of observation in the public schools each semester. They will participate in a class presentation with school psychologists. 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, 2.6 School Organization)
3. Students will study and present about 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 School Psychology Practice and Development, 2.5 Diversity)
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 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)
5. Students will develop a beginning 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)

**Course Calendar:** We will meet from 3:00-6:00 ten times during the fall semester; see page 3 for a schedule of classes and readings.

### Bibliography:

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 21<sup>st</sup> century: Foundations and practices*. New York: Guilford Press

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 first year practicum, students will spend twenty hours in the public schools, observing and interviewing various specialists. Students will write a log/reaction paper.

Students are expected to prepare one presentation for the class about a specialized topic about school psychology and school-based change.

Students will write a reaction papers to two presentations by guest speakers.

Students will start a file of professional resources and initiate a personal portfolio.

Students will begin a series of receiving personal counseling (5 hours this semester; 5 in the spring) and participate in two 12-step programs.

Students will complete all paperwork for first semester as described in the chart in this syllabus.

**Grading:**

Your paper documenting your first year practicum hours = 30%

Topical presentation = 10%

Two papers on school psychology guest speakers = 10% each

Documentation of related paperwork/ first year experiences = 20%

(Fingerprint packet, Professional Dev. File, personal counseling, 12 step program; ORELA). You lose a point for every day that any of the material is late.

Midterm exam = 10%

Final Exam = 10%

Attendance/participation: 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 juried 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 not pass the class. One point is lost for every day that an assignment is late.

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

**Schedule:**

Date:	Due:	Topics:
Sept. 14	Read and bring Program Handbook and First Year Handbook	Introductions Overview Handbooks (Program, First Year) and Syllabus Discuss personal counseling, PDF and 12-step requirements Verify that SP Program Form 1 and program planning sheet are in your CPSY file. Start process of ORELA and Fingerprints with TSPC
Sept. 21	Read 21 <sup>st</sup> Century: Chapters 1, 2 Read and bring in copies of the practica and intern handbooks.	Introduction to the Field History and Practice of School Psychology Review of Professional Standards and NASP Domains Essay on roles and competencies of school psychologists (SP First Year Form 3). Discuss Practica and Intern Handbooks
Sept. 28	Read 21 <sup>st</sup> Century: Chapters 4,5 Read BestPrV: Chapters 1-3	Guest Speaker Models of school psychology practice Training and Credentialing issues in School Psychology; Employment Trends Blueprint
Oct. 5	Read BestPrV: Chapters 90 and 101 Reaction Paper: Guest ***Fingerprint packet	Models of school psychology counseling for social, emotional and behavioral issues Introduction to theories and techniques of counseling and establishing relationships Practice in class: Initial Counseling techniques
Oct. 12	Bring notes from the first of your practicum hours and a plan for the rest of the hours. Read BestPrV: Chapter 78	Role of the School Psychologist in Behavior, Social, Emotional, and Academic Change Discuss Observations/Interviews Midterm
Oct. 19	Read BestPrV: Chapter 21 Read 21 <sup>st</sup> Century Chapter 3	Roles of School Psychologist in Academic Assessment and Intervention Introduction of techniques for behavioral change. Cultural and Linguistic Diversity

Oct. 26	Topical Presentations	Guest Speaker Roles of School Psychologists in Emotional and Behavioral Health Discuss social growth theories and techniques Discuss observations/Interviews Topical Presentations
Nov. 2	Reaction Paper: Guest Read 21 <sup>st</sup> Century: Chapter 6	Discuss academic growth issues in schools School Psychology Ethics and Legal Considerations Topical Presentations
Nov. 9	Proof of Completion of ORELA,, 12-step meetings, 5 hours of personal counseling Reaction Paper/Log of 20 hours of Observation/Interviewing Professional Development File, including Resources	Individual Meetings with Instructor Discuss observations/Interviews Topical Presentations
Nov. 16		Individual meeting with instructor Final Exam;Course Evaluation

**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

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

**Reaction Paper to School Psychology Guest Speaker Discussion**

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

**Professional Development File/Portfolio**

By Nov. 16, please have an up-to-date resume, any letters of recommendation that you have, at least ten references/resources in the Portland area, and at least three topical issues.

**Personal Counseling Documentation**

A note on letterhead or with a card of the counselor attached; a simple statement such as "I saw Joe Jones in counseling 5 hours this fall."

**Reaction Paper to 12-step meetings**

A half-page each with the time/date/location documented and a personal reflection of what you saw/learned.

**First Year Practicum Hours**

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

First Year Practicum hours

Student \_\_\_\_\_ 2010-2011 school year

<b>Required:</b> (Put number for hours counted; a check mark means goal is met).	Fall	Spring	Comments
Preschool(2)			
Elementary-Academic/RegEd (2)			
Middle – Academic-RegEd (2)			
High – Academic-RegEd (2)			
SpecEd – minimal needs (1)			
Severe Needs (1)			
Interview: School Psychologist (2)			
Interview: Administrator			
Interview: Sp/Lang			
Interview: SpEd Teacher			
Interview: Parent			
<b>Optional</b>			
Speech-Lang. Class			
At-risk/prereferral meeting			
Placement Meeting: IEP			
School Counselor			
Planning meeting: IEP			
Interview: School Counselor			
OSPA Meeting (up to 6)			
Observe Assessments			
Total			

Student: \_\_\_\_\_ Date \_\_\_\_\_

Instructor \_\_\_\_\_ Date \_\_\_\_\_

Instructor \_\_\_\_\_ Date \_\_\_\_\_

School Psychology Paperwork for First Year

Activity (possible points)	Due Date	Instructor	Notes
SP Program Form 1: Program Registration Approval and Program Planning Sheet	Sept. 14		
SP 1 <sup>st</sup> Year Form 3: Student Evaluation- Essay (Roles/Competencies)	Sept. 21		
Fingerprint/TSPC paperwork to CPSY office(5)	Oct. 5		
Paper on Guest speaker (10)	Oct. 5		
Mid Term (10)	Oct. 12		
Topical Presentation (10)	Oct. 26		
Paper on Guest speaker(10)	Nov. 2		
Documentation and reaction paper for first year practicum (20 hours) (30)	Nov. 9		
Professional Development File (5)	Nov. 9		
Proof of passing ORELA (5)	Nov. 9		
Proof of 5 hours of personal counseling (3)	Nov. 9		
Documentation of two 12-step meetings (2)	Nov. 9		
Final (10)	Nov. 16		
SP First Year Form 4: Fall Completion			
Final Grade in CPSY 507	Nov. 16		
Due in Spring, 2011			
Documentation of 20 hours of observation			
Table of Contents of Professional Development File			
Proof of 5 hours of personal counseling			
SP First Year Form 1: NASP Domains (Instructor)			
SP First Year Form 2: Professional Standards (Instructor)			
SP First Year Form 5: Year End Completion			
SP Practica Form 1: Site Contract			
Other assignments for 508; see syllabus			
Practice Supervisor Resume			
Proof of insurance			

Please note:

By May 1, set up a tentative site for practicum and let the coordinator know the supervisor's name and email. This year, the coordinator will be Ruth Gonzalez (Gonzalez@lclark.edu). By May 1, please email your supervisor's name, phone, and email address to me. I will verify requirements with them, then I will get back to you as soon as possible.