COURSE SYLLABUS COVER SHEET

Lewis & Clark College Graduate School of Education and Counseling

Course Name Introduction to School Psychology II CPSY 508 Course Number Spring, 2011 Term Colleen M. Hanson, Ed.D **Faculty Name** 503-768-6093 Rogers Hall #433 cmhanson@lclark.edu

Guiding Principles/Standards Addressed in Course:

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

Authorization Levels:

This course addresses preparation at specific authorization.

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

^{*}R = Readings and In-class Discussions *P = Practicum

Lewis & Clark College Graduate School of Education and Counseling

COURSE SYLLABUS

Course Name	Introduction to School Psychology II		
	CPSY 508-02		
Term	Spring, 2011		
Department	Counseling Psychology		
Meeting Information	Tuesdays, 3:00-6:00 pm		
	January 11 - March 15, 2011		
Faculty Name	Colleen M. Hanson, Ed.D.		
Phone/E-mail	503-768-6093		
	cmhanson@lclark.edu		
Office	Rogers Hall #433		
	Office Hours: Tuesday by appointment		

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.

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. Students will complete 20 hours of observation in the public schools each 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, 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 Domain 2.10 School Psychology Practice and Development, 2.5 Diversity)
- 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)
- 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)

Course Calendar: This class will meet from 3:00-6:00 ten times during the Spring semester; see pages 3 & 4 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 21st 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:

- 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 are expected to prepare one presentation for the class on a specialized topic about school psychology and school-based change.
- 3. Students will write a reaction paper of the guest speakers' presentation.
- 4. Students will continue to develop a file of professional resources and a personal portfolio.
- 5. Students will complete a second series of (receiving) personal counseling. Students will write a reaction paper, reflecting on the value this experience had for them as an individual and, professionally. (No personal and/or specific details shall be included).
- 6. Students will write a reflection paper including why they want to become a school psychologist; what trait or skill they feel they have to offer the field; and, in 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 First Year Practicum (part of final exam)
- 7. Students will complete all paperwork for Spring semester as described in the chart in this syllabus.

Grading:

- 1. Paper documenting your first year (Spring) practicum hours = 20%
- 2. Topical presentation = 10%
- 3. Paper on guest speakers = 10%
- 4. Paper on counseling experience = 10%
- 5. Chapter Outlines = 10%
- 6. Documentation of related paperwork/ first year experiences = 20%

(Professional Development File w/Table of Contents, Personal counseling documentation, Practicum (2nd year) Supervisor Resume, Proof of Insurance, SP First Year Form 5: Year End Completion, SP Practica Form 1:Site Contract).

7. Final Exam = 20%

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 will 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 pt deduction will be made for each late assignment.

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

SCHEDULE:

DATE:	DUE:	TOPICS:
January 11		Introductions Overview Syllabus, Calendar, and course expectations Getting In-Touch with Your Inner Child In-Class Writing Activity
January 18	Read 21st Century: Chapters 7, 13 & Read B NASP Ethics Notes/Outline on readings	SpEd Law Hx: No Child Left Behind and the Exceptional Child Discussion on Readings Where is My Allegiance: District, School, Parent or Child? Sign-up for Topic Presentations
January 25		Learning Styles: Where Do Kids Fit & What to do If They Don't Why Do We Test & Other Curious Questions Discuss Observations/Interviews
February 1	Draft:Reflection Traits paper	Facilitating Change: Do I Even Want to be a Change Agent? The Expanding Role of the School Psychologist (or I'm More than a Tester) Discuss Observations/Interviews
February 8		Working with Difficult Parents, Teachers & Schools: Applying Consultation skills with Collateral Groups Supporting/Maintaining Multiple Groups of Stakeholders

Discuss Observations/Interviews

February 15 Guest Speakers: Building Successful School Teams

Midterm

Discuss Observations/Interviews

February 22 Topical Presentations Low Incidence Disabilities: What to Do/Where to Go When You're No Specialist!

Discuss Observations/Interviews

Topical Presentations

March 1 Topical Presentations TBA

Discuss observations/Interviews

Topical Presentations

March 8 Topical Presentations TBA

Discuss observations/Interviews

Individual Meetings with Instructor

Topical Presentations

Final Exam

Course Evaluation

March 15 5 hours of personal counseling w/

Reaction paper/Trait Paper Log of 20 hours of Observation/

Interviewing

Professional Development File,

including Resources & Table of Contents

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 March 15, please have an up-to-date resume, any letters of recommendation that you have, at least 20 references/resources in the Portland area, and at least three topical issues.

Personal Counseling Documentation

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

First Year Practicum Hours

Documentation of time/date/place of each observation

Description of the activity Your reaction.

FIRST YEAR PRACTICUM HOURS

Student	nt 2010-2011 school year		
Required: (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			
Optional			
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			
Chalant	Data		
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 1st 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 Ruth. Ruth will verify requirements with them, then she will get back to you as soon as possible.