

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

<b>Course Name and Number</b>	<b>Introduction to School Psychology CPSY 508-01</b>
<b>Term</b>	<b>Spring, 2009</b>
<b>Department</b>	<b>Counseling Psychology/ School Psychology</b>
<b>Faculty Name</b>	<b>Section 01: Ruth Gonzalez, PhD; NCSP Office: Rogers Hall #313; Phone 768-6068 Email: <a href="mailto:Gonzalez@lclark.edu">Gonzalez@lclark.edu</a></b>

**Catalog 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.

**Prerequisite:** CPSY 507.

**Credit:** 1 semester hour.

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

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

**Authorization Levels:**

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> Age 3-4 <sup>th</sup> Grade	<b>P, R</b>
<b>Elementary:</b> 3 <sup>rd</sup> -8 <sup>th</sup> Grades in an Elementary School	P, R
<b>Middle Level:</b> 5 <sup>th</sup> -9 <sup>th</sup> Grades in a Middle or Junior High School	P, R
<b>High School:</b> 7 <sup>th</sup> -12 <sup>th</sup> Grades in a Mid- or Sr.-High School	P, R

## COURSE SYLLABUS

### CPSY 508-01- Introduction to School Psychology II Spring, 2009 Lewis & Clark College Graduate School of Education and Counseling

Instructor: Ruth Gonzalez, PhD, NCSP; Rogers Hall #313;  
503-768-6068; gonzalez@lclark.edu

Class meetings: Saturday mornings, 9:00-12:45  
January 17, Feb. 7, Mar. 7, Apr. 4, 2009; Rogers Hall #219

#### **Catalog 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 observations in a seminar format.

#### **Textbooks:**

Thomas, A. & Grimes, J. (Eds.) (2002) Best practices in school psychology: IV. Volumes I and II. Bethesda, MD: National Association of School Psychologists  
(Options: CD or hard copy; IV or V)

#### **Course Description and Goals/Objectives:**

Students will study and present two topics about school psychology that are of interest to them; material is available in the textbook/CD or in school psychology publications by NASP or APA. (School Psychology Review (NASP), Communique (NASP, 2 articles), School Psychology Quarterly (APA, Div. 16).  
Purpose: To consider contemporary issues facing school psychologists.  
(NASP Domains 2.10 School Psychology Practice and Development)

Students will complete 20 hours of observation in the public schools. They will discuss observation experiences in class and write a reaction paper. During our last class, we will compile a list of advice given from school professionals.

Purpose: 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; 2.6)

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)

#### **Extra- Curricular Program Requirements:**

Students will prepare for practicum. Refer to SP Forms 2 and 6.

**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, but 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.

**Students with Special Needs:**

The Student Support Services Office, located in the Templeton Student Center, 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 such 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 class.

**Grading:**

Class attendance: 5 points per class.

Log of at least 20 observation hours; reaction paper: (see description in Syllabus 507) 30 points

Presentations: You will choose two topics then make oral presentations to the class on those topics. Presentations should last about 10 minutes; use of visuals is appreciated. Reading aloud from papers is not appropriate. A one- or two-page handout, giving high points on the issue as well as practical applications should be ready; you'll need 15 copies for each presentation. 15 points each

Portfolio: (Form 2, updated resume, 2 letters of reference) 10 points

Professional Development File (see description in Syllabus 507). 10 points

90- 100 points = A; 80-89 points = B; below 80 points: do not pass.

## Calendar

Date: Due:

## Topics:

Jan. 17

Welcome; new syllabus and review of semester goals

Presentations:

Deborah-Cultural Diversity

Moira- School Discipline

Lia- Second-Language Learners

Kate B.- Building Partners with Families

Katie- Eating Disorders

Abra- Pr- Preschool Social Skills

Discussion of TSPC material, insurance requirements

F.A.T. City: Understanding Learning Disabilities

Feb. 7

Read and bring Practicum Handbook

Discuss observations from schools.

Review of Practicum: Dr. Mortola

Presentations:

Paige: Working with Children- Foster Care System

Jessica- Social Skills Training

Ashley- Supporting Students with Autism

Josh- Student Goals and Outcomes

Colleen – Managing Stress and Burnout

Shannon- Cognitive Approaches to Problem-Solving

Summer- Positive School Climate

March 7

Discuss observations from schools

Presentations.

April 4

Reaction Paper and logs

Portfolio

Professional Development File

Presentations

Course Evaluations

Compile Group Book of Advice

Individual meeting with Instructor