

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

Course Name	Introduction to School Psychology I A
Course Number	CPSY 507
Term	Fall, 2008
	Meeting Monday evenings, 5:30-8:30
	Sept. 8, 22; Oct. 13, 27; Nov. 3
Faculty Name	Ruth Gonzalez, PhD, NCSP
	503-768-6068
	Rogers Hall #313
	Gonzalez@lclark.edu

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
High School 7 th -12 th Grades in Subject/Dept. Assign. in a Mid- or Sr.-High School	R

*R = Readings and In-class Discussions *P = Practicum

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

Course Name	<u>Introduction to School Psychology</u>
	<u>CPSY 507-01</u>
Term	<u>Fall, 2008</u>
Department	<u>Counseling Psychology</u>
Meeting Information	<u>Mondays, 5:30-8:30</u>
	<u>Sept. 8, 22; Oct. 13 and 27; Nov. 3</u>
	<u>Howard Hall #116</u>
Faculty Name	<u>Ruth Gonzalez, PhD, NCSP</u>
Phone/E-mail	<u>303-768-6068</u>
	<u>Gonzalez@lclark.edu</u>
Office	<u>Rogers Hall #313</u>
	<u>Office Hours: by appointment</u>

Catalogue 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.

Course Goals and Objectives:

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.

Course Calendar:

We will meet from 5:30-8:30 five times during the fall semester; see page 3 for a schedule of classes and readings.

Course Requirements:

- Students are expected to shadow school psychologists and other school professionals during for ten to fifteen hours during the semester. A list of activities is on pages 3/4 of this syllabus. Students will write a reaction paper about their shadowing experiences. Details of requirements for the activities and paper are on page 4.
- Students are expected to read the textbook and other required readings; they are asked to bring in one question per chapter to discuss in class; and they are strongly encouraged to write outlines/take notes on the readings to prepare for the final exam.
- There will be a final exam; it will be open-note.
- Students will start a file of professional resources.
- Students are expected to participate in class discussions.
- Students will write a paper about their expected professional development; details on page 4.
- Portfolios for the SP program will be initiated.

Evaluation and Assessment:

- Reaction papers: 50 points
- Final Exam: 30 points
- File of Resources: 10 points.
- Attendance/participation: If one class is missed, the students will read, summarize, and comment on two articles from juried school psychology journals. If two classes are missed, the student will not pass the class.
- Professional Development Paper: 10 points.
- (100-80 points: Credit; 79 or fewer points: No credit)

Bibliography:

Required text:

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

Optional Literature:

National Association of School Psychologists. Communique.

National Association of School Psychologists. School Psychology Review.

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

Schedule:

	Due:	Topics:
Sept. 8, 2008	----- Student Handbook (online)	Introductions Syllabus/Overview of course. Organizational systems. What is available to you at Lewis and Clark. Discussion: Why do we need school psychologists?
Sept. 22, 2008	Ch.1, 2, 4, 5	What do school psychologists do? Job experiences and competencies. With whom do school psychologists work? Discussion of first shadowing experiences.
Oct. 13, 2008	Ch. 3, 6, 7 Professional Dev. Paper	How do school psychologists work? Discussion of shadowing experiences.
Oct. 27, 2008	File of Resources Ch. 8, 9, 10	Review of resources How do school psychologists think? Discussion of Shadowing
Nov. 3, 2008	Reaction Papers	Final Exam; Course Evaluation Topics: Spring

Shadowing Experiences

All students are expected to spend 10-15 hours during the first semester shadowing school psychologists and other school 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 a **.

**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 needs.

**Interview school psychologists.

Speech-language therapy sessions in a school.

Staffing/placement meeting.

Staffing/planning meeting.

Interview an administrator.

Interview a school counselor.

OSPA meetings or conference.

Assessment observations for cognitive, speech, or academic issues.

At-risk team meeting.

Consultation meeting with teachers or parents.

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

Reaction papers: Please write a half-page about each experience; you should document both the details of your experience (who, what, when, where) and your reaction to each.

Professional Development Paper:

Write a paper about what you expect to be doing during the next five years. For instance, you may expect to take the Lewis and Clark regularly-scheduled classes, practica, and internship during the first three years, then you may hope to move to Alaska for your first two years in the field, working in a public school system. You may want to become a member of professional organizations; you may want to supplement your work with volunteer activities. You may want to learn more about certain types of intervention, such as Montessori education or Gestalt theory.

Paper Writing Requirements:

All papers must be written professionally. Ideas must be clearly articulated and well-organized. Papers must include clear, accurate, and effective use of word choice, spelling, punctuation, and grammar. Pages are to be typed and double-spaced. All references must be in APA format.

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 a citation and/or contact information.