

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

Course Name	<u>Introduction to School Psychology B</u>
Course Number	<u>CPSY 508</u>
Term	<u>Spring, 2012</u>
Faculty Name	Ruth Gonzalez, PhD, NCSP 503-768-6068 Rogers Hall #422 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>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	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,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

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Graduate School of Education and Counseling
COURSE SYLLABUS

Course Name	<u>Introduction to School Psychology B</u>
	<u>CPSY 508-01</u>
Term	<u>Spring, 2012</u>
Department	<u>Counseling Psychology</u>
Meeting Information	<u>Tuesdays, 4:00-7:00 pm</u> <u>Jan. through April</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 #422</u> <u>Office Hours: M, T or Th, by appointment</u>

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 and First-Year 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 Legal, Ethical and Professional Practice)
2. For the first year practicum, students will complete 20 hours of observation in the public schools each semester. 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, 2.5 School-Wide Practices)
3. Students will complete a Qualifying Examination on the eleven NASP Domains.
4. Students will develop a first-year portfolio, including an updated resume. 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 2.10 and 2.6: Preventative/Responsive Services)

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*.

International School Psychology Association, *School Psychology International*

Course Requirements:

For the first semester practicum, students will spend twenty hours in the public schools, observing and interviewing various specialists. Students will document that work.

Students will participate in class discussions by bringing in oral reports weekly about NASP-domain-centered work seen in schools.

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 school psychology journal. The student will also interview and copy class notes from another student and outline the material that was missed. If two classes are missed, the student will not pass the class.

Students will take a qualifying examination to prepare for fieldwork.

One percentage point of the final grade will be lost for every day that an assignment is late.

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

Students will also complete all paperwork for second semester as described in the First Year Handbook.

Assignments:

First Year Practicum Hours (20% of your grade)

Completion and Documentation of date/place of each observation, including Form 4 from the First Year Handbook.

Professional Development File/Portfolio (10% of your grade)

Includes an up-to-date resume, any letters of recommendation that you have, at least ten new references/resources in the Portland area. Includes all completed forms from the first-year handbook and documentation of completion of personal counseling hours. Includes notes of Domains from class including citations from Best Practices and 21st Century texts.

Qualifying Examination (70% of your grade.)

The qualifying examination will display your knowledge of the eleven NASP Domains of practice and how they are shown in school-based practice. Each domain will be listed. For one point, you'll need to define the domain. For two points, you'll need to define it and give a school-based example. For the three full points, you'll need to define it and give three complete examples of practice. This score will be doubled and four additional points will be added if your material is written well, including spelling, grammar, and organization.

Schedule:

Date: Due: Topics:

*** Each week, we will discuss the week's observations. Please bring in one item to discuss each week. ***

Jan. 10	--	Review of semester requirements for class and to prepare for practicum NASP Domains 1 and 2
Jan. 17	Read Best Practices, Appendix III Read 21 st Century, Chapter 7	NASP Domains 3 and 4 ISPA
Jan. 24	Citations for each of Domains # 1-6 From Best Practices 21 st Century, Chapter 8	NASP Domains 5 and 6
Jan. 31	Midterm practice: Bring in a definition and three examples for 2 of the NASP Domains. No grade will be given, but feedback for the qualifying exam will be discussed. Be prepared to share these samples with the class.	NASP Domains 7 and 8
Feb. 7	Read 21 st Century, Chapters 9 and 10	NASP Domains 9 and 10 ISPA
Feb. 14	Citations for Domains 7-11 from Best Practices	NASP Domains 11 and Professional Standards
Feb. 17	** Friday, 12:00-2:00. Potluck with all school psychology students for the first hour; discussion about practicum with current practicum students from 1:00-2:00. If you cannot come to this class, please set up an appointment with me to get the information to prepare you to seek a practicum site. South Campus Conference Center.	
Feb. 28	21 st Century, Chapter 11, 12	
March 6	Qualifying examination: meet in the Computer Lab on the grad. campus.	
April 10	Documentation of 20 hours of Observation/Interviewing Professional Development File including completed forms from first year handbook.	Individual meeting with instructor
April 17	Individual meetings with instructor	

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.

Please note:

By May 1, set up a tentative site for practicum and let the Practicum Coordinator (Ruth Gonzalez, Gonzalez@lclark.edu) know the supervisor's name, phone, and email. She will verify requirements with them then will get back to you as soon as possible to confirm the placement.