

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

<b>Course Name</b>	<u>Introduction to School Psychology I</u> <u>CPSY 507</u>
<b>Term</b>	<u>Fall, 2007</u>
<b>Department</b>	<u>Counseling Psychology</u>
<b>Meeting Information</b>	<u>Mondays, 5:30-8:30</u> <u>Sept. 10, 24; Oct. 8, 22; Nov. 5</u>
<b>Faculty Name</b>	<u>Ruth Gonzalez, PhD, NCSP</u>
<b>Phone/E-mail</b>	<u>303-768-6068</u> <u><a href="mailto:Gonzalez@lclark.edu">Gonzalez@lclark.edu</a></u>
<b>Office</b>	<u>Rogers Hall #331</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. We will look at professional organizations and journals; we will look at the necessity of following professional ethics and laws. We will discuss how school psychologists work with other groups in schools as well as how to develop a habit of self-reflection. We will discuss who school psychologists are, what they do, and how they work.

**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. The course will be continued as Introduction to School Psychology II next spring.

**Professional Standards:**

School psychology students are expected to follow professional standards, including adherence to legalities and ethics. In addition, school psychology students need to show a professional demeanor towards students, parents, professional peers, and others. Professional dress is encouraged. Interns need to be timely in completing work; they must honor class attendance and hours. If school psychology students miss a class, they are required to inform the instructor and to discuss make-up work as soon as possible. School psychology students are expected to use appropriate professional tools, including technological tools, as needed and appropriate. They are expected to be aware of and respect diversity and multi-cultural issues.

**Course Requirements:**

1. Students are expected to shadow a school psychologist twice during the fall semester, for a total of 10 hours. Students will keep a log and will write a reaction paper about what they thought and felt.
2. Students are expected to read the textbook and other required readings; they will complete outline/notes on each.
3. Students are expected to participate in class discussions.
4. Students will start a file of professional resources.  
At least two sections are required: resources for students and families in Portland, and professional development files.
5. Students will write a paper about their expected professional development over the next five years. You are expected to reflect on what school psychologists are and why you are becoming a school psychologist. You are to discuss what you expect from training and how you see yourself starting work after your internship year. You may care to discuss ethics, your personal goals, and anything else you see as pertinent. You must have your paper edited by another professional; the Writing Center is recommended.
6. Portfolios for the SP program will be initiated.
7. Throughout the year, students will be assisted in completing program requirements that are not part of this particular class. For example, attending 12-step meetings, participating in personal counseling, and seeking first aid training. During the spring course, we will prepare for practica, offered the second year.

**Evaluation and Assessment:**

Reaction papers: 20 points

File of Resources: 20 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. 10 points.

Professional Development Paper: 20 points

Final Exam: 30 points. The final will be open-note but not open-book.  
(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 21<sup>st</sup> 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.

International School Psychology Association. School Psychology International.

## **Class Calendar:**

Sept. 10

Introductions.

Course syllabus and first-year expectations; transition points for the program

Current definition of school psychology. History of school psychology.

Shadowing and 12-step meeting plans.

Sept. 24

Due: 1. Read and take notes on Chapters 1, 2, and 3.

2. Read Student handbook (available on-line at LClark.edu /graduate school/counseling)

*What do school psychologists do?* Domains of competency; job descriptions.

Professional associations and publications.

*With whom do school psychologists collaborate?*

NASP Blueprint for training.

Oct. 8

Due: 1. Reaction paper due

2. Attend at least one 12-step meeting.

2. Read and take notes on Ch. 4, 5 and 7.

Discussions of shadowing experiences and 12-step programs.

*Who do school psychologists serve?*

Oct. 22

Due: 1. Professional Development Paper due.

2. Read and take notes on Ch. 6, Ch. 13, and Appendix B: NASP Ethics.

*How do school psychologists act?*

Nov. 5

Due: File of Resources.

Final Exam

Course evaluation

Tasks to be completed during the first year, beyond the expectations for class:

1. Portfolio with a current resume, statement of goals, documentation of early experience and collaboration skills, letters of reference, proof of first aid training, reaction paper from 12-step programs, letter from counselor, and so forth. See attached.
2. Personal Counseling sessions (see attached):  
Students are expected to obtain 10 hours of personal counseling throughout the first year. A list of available counselors will be provided in class. You also may choose to use personal resources to find a counselor. In the past, students have obtained counseling from EAP's, private insurance counselors, churches, and PhD-level university programs.
3. 12-step meetings and brief reaction paper (see attached):  
Students are required to attend four 12-step meetings throughout the first year of training. These may include Alcoholics Anonymous Groups, ALANON, NA, OEA, and so forth. When you make plans for attending meetings, find out first if it is an open- or closed-group session. When you attend, you need to identify yourself as a student. You will take care to be especially respectful and careful of privacy as you reflect on your experiences.
4. First- aid training:  
Students are responsible for obtaining first aid training on their own. However, in the past, students have often grouped together to hire an instructor for a class together. One option is to contact Jeremy Lowe in the Lewis and Clark Athletic Department, who will offer a class geared especially towards graduate school psychology students.
5. Complete these CPSY classes: 504, 506, 506, 507, 508, 512, and 523..
6. Complete Forms 581 and 585 for pre-practicum and practicum preparation.

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

<b>Course Name</b>	<b>Introduction to School Psychology I A</b>
<b>Course Number</b>	<b>CPSY 508</b>
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<b>Faculty Name</b>	<b>Ruth Gonzalez, PhD, NCSP</b> <b>503-768-6068</b> <b>Rogers Hall #331</b> <a href="mailto:Gonzalez@lclark.edu">Gonzalez@lclark.edu</a>

**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.	<b>X</b>
<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.	<b>X</b>
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	<b>X</b>
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	<b>X</b>
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	<b>X</b>
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<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.	<b>X</b>
<u>Professional Life</u> 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.

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

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