

COURSE SYLLABUS COVER SHEET

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

Course Name	Introduction to School Psychology I
Course Number	SPSY 502
Semester	Fall 2014
Department	Counseling Psychology
Time/Date/Room	5:30pm–8:30pm, Thurs.9/18-11/20, Room 220
Faculty Name	Colleen M. Hanson, Ed.D.

CATALOGUE DESCRIPTION:

This course is an 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. Class time will be divided between reporting on school based activities and observations, discussing weekly readings, assignments and presentations and, the linkages between the activities and assignments.

GUIDING PRINCIPLES/STANDARDS ADDRESSED IN COURSE:

Guiding Principles/Standards	
Learning and Living Environments: Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	X
Disciplinary Knowledge: Integrate fundamental and emergent components of disciplinary knowledge in ways that extend and enhance experiences of the diverse individuals and groups we serve. Use this knowledge to augment our own capacity to solve problems, even as we support individuals and communities in problem solving.	X
Professional Practice: Engage individuals, families and the professionals who support them in meaningful learning, counseling and therapy, and community-building experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
Connection to Community: Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	X

Professional and Technological Resources: Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well being.	X
Assessment: Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	X
Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
Leadership and Collaboration: Lead and collaborate with others to plan, organize, and implement educational and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well being.	X
Professional Life: Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	X

AUTHORIZATION LEVELS (FOR TSPC-APPROVED PROGRAMS ONLY):

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).

Early Childhood Pre-Kindergarten - 4 th grade in a preprimary school, a primary school, or an elementary school.	R, P
Elementary 3 rd - 8 th grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R, P
Middle Level 5 th - 9 th grades in an elementary, middle, or junior high school, or high school.	R, P
High School 9 th - 12 th grades in subject/department assignment in a High School.	R, P

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.

COURSE AND FIRST-YEAR GOALS AND OBJECTIVES:

1. Students will become aware of the broad domains of competence necessary for school psychologists (described below). They will participate in readings, class discussions, on-site observations of professional school psychologists, and written work concerning their observations and reactions.
2. For the first year field studies, students will complete 35 hours of observation and participation in the public schools during fall 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 with a particular emphasis on understanding classroom instruction and management.
3. Students will study and consider contemporary issues facing school psychologists through class readings and discussions.
4. Students will develop a beginning knowledge of theories and practice of school-based assessment and treatment in the areas of behavior and academics skills.

NASP Domains of School Psychology Training and Practice in the LCSP Program:

The School Psychology Program at Lewis and Clark College first received full approval by the National Association of School Psychologists in 2003. The LCSP program highlights the importance of the NASP Domains of School Psychology Training and Practice in our program by making them central to our program goals, objectives and, as we demonstrate in the following section, in our Program Evaluation Plan. The 10 NASP domains detailed below are not mutually exclusive and are instead fully differentiated and integrated into the LCSP graduate level curricula, practica, internship, and program evaluation plan:

2.1 Data-Based Decision Making and Accountability

School psychologists have knowledge of varied models and methods of assessment and data collection for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2.2 Consultation and Collaboration

School psychologists have knowledge of varied models and strategies of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and methods to promote effective implementation of services.

2.3 Interventions and Instructional Support to Develop Academic Skills

School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills

School Psychologists have knowledge of biological, cultural, developmental, social influences on behavior and emotional impacts on learning and life skills, and evidence-based strategies to promote social-emotional functioning and mental health.

2.5 School-Wide Practices to Promote Learning

School Psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote learning and mental health.

2.6 Preventive and Responsive Services

School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

2.7 Family-School Collaboration Services

School psychologists have knowledge of principles and research related to family systems, strengths, needs and culture; evidence-based strategies to support family influences on children's learning and mental health; and strategies to develop collaboration between families and schools.

2.8 Diversity in Development and Learning

School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse candidate characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

2.9 Research and Program Evaluation

School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation sufficient for understanding research and interpreting data in applied settings.

2.10 Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

COURSE CALENDAR:

Class will meet from 5:30 pm – 8:30 pm during the Fall Semester. See attached for schedule of classes and readings.

REQUIRED READING:

Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2012). *School psychology for the 21st century: Foundations and practices*. New York: Guilford Press
Class Handouts and Articles

ADDITIONAL RESOURCES (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

ASSIGNMENTS:

Class participation (20 points)

Your active participation is essential to the success of this class, and the impact the course will have on you and your classmates. To earn full points for participation, you are expected to attend class (except in emergency or illness situations, in which you should **notify the instructor prior to class**), complete all assigned readings, and discuss the weekly readings, professional practices topics, and related assignments in an informed and articulate manner. 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 a relevant article from a school psychology journal, as well as for the readings assigned for that class session. If **two classes are missed**, the student will be at risk of **not passing** the class.

Reading Reactions (30 points)

After completing the assigned readings each week, write a one-page (single space) reaction paper on the topics and information covered that you will need in your future practice. Following your reaction include two discussion questions. Questions should be thoughtful, well articulated, and appropriate to lead a class discussion on the assigned topic. Reading reactions are due at the beginning of class each week.

First Year Field Studies Hours (35 points)

Each student will complete a minimum of **30 hours** (during both the Fall and Spring terms) in public schools assisting K-12 students in classrooms with math and reading as well as observing and interviewing various specialists. **Placements will be made in coordination with the Program Director**. Students will log the hours completed and write a **1-page (single space)** reaction paper to each day at the site. These reaction papers will be turned in twice during the term. Activities should focus on: Observing/assisting teachers in instructional and management issues and, Helping teachers by focusing on individual students or small groups in curricular areas such as reading and math. There should be less focus on making copies of materials for teachers

and more on actual classroom assistance. **Be sure to gain proper approval before attending a meeting/observing a classroom.** Always sign in/out at the main office and obtain the appropriate visitor badge. Be prepared to share your experiences and reactions in class throughout the semester. Students are expected to present themselves professionally in these school settings in terms of communication, dress, and all interactions with school personnel and students.

Visit with a Practicum student and Supervising School Psychologist (15 points)

During the semester you will collaborate with a Practicum Student to visit their site, learn more about the practicum experience, and hopefully visit with and briefly interview the supervising school psychologist. You are asked to write a brief (2-3 page) synopsis of and reaction to this overall experience, what you learned, and what questions you may still have. The brief interview with the school psychologist may include questions regarding how they became interested in the field of school psychology, their training and professional experiences, their particular professional interests, their views on the current and future state of the field, and perhaps professional advice they would offer to a school psychologist-in-training. You will be expected to share what you learned in the interview during class discussions. **Note: These interview hours can count toward your 30 “first year field studies” hours described above.**

Grade Distribution:

98-100	=	A+	
93-97	=	A	
90-92	=	A-	
87-89	=	B+	
83-86	=	B	
80-82	=	B-	...etc., etc., etc. ...

Note: Scores at or below 79 do not represent a passing grade for this class.

The expectation for this class is that all work will be completed and turned in on the assigned due dates. Points will be deducted for late work (as discussed in class). An “Incomplete” will be given only under special circumstances, in accordance with Lewis and Clark policy.