

**COURSE SYLLABUS COVER SHEET**

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

<b>Course Name</b>	<b>Introduction to School Psychology II</b>
<b>Course Number</b>	<b>SPSY 503</b>
<b>Semester</b>	<b>Spring 2015</b>
<b>Department</b>	<b>Counseling Psychology</b>
<b>Time/Date</b>	<b>5:30pm-7:30pm, Thurs., Jan 15-Apr 30</b>
<b>Faculty Name</b>	<b>Colleen M. Hanson, Ed.D.</b>

**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. Candidates 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**

<b>Guiding Principles/Standards</b>	
<b>Learning and Living Environments:</b> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives are supported.	<b>X</b>
<b>Disciplinary Knowledge:</b> 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.	<b>X</b>
<b>Professional Practice:</b> 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.	<b>X</b>
<b>Connection to Community:</b> Design learning and counseling activities that cultivate connections between individuals, families, and their communities and region.	<b>X</b>
<b>Professional and Technological Resources:</b> Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well being.	<b>X</b>
<b>Assessment:</b> Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.	<b>X</b>
<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 and counseling practices and programs that confront the impact of societal and institutional barriers to academic success, personal growth, and community well being.	<b>X</b>

<b>Professional Life:</b> Pursue a professional identity that demonstrates a commitment to the legal, ethical, and professional responsibilities of our profession(s).	<b>X</b>
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**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).

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

**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. Candidates will become aware of the broad domains of competence necessary for school psychologists (described below). They will participate in readings, class discussions, on-site experiences and observations, and written work concerning their observations and reactions.
2. For the first year field studies, candidates will complete 45 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 candidate to observe the larger milieu of public schools to understand the broad spectrum of candidate services in schools with a particular emphasis on understanding classroom instruction and management.
3. Candidates will study and consider contemporary issues facing school psychologists through class readings and discussions.
4. Candidates 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.

**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 (10 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. Candidates are expected to be in each class, on time, and to participate in discussions. If one class is missed, the candidate 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 candidate will be at risk of not passing the class.

### **Readings and Reading Reactions (20 points)**

Readings for the class are available online on the NASP website (see Calendar below for addresses). For readings regarding NASP Domains 1-10, candidates will read each *NASP Policy* document listed on the website as well as at least three (3) general *Articles* listed for each domain. After completing the assigned readings each week, write a one-page (single space) reaction paper focusing on what you learned and what questions remain for you. Include at least two discussion questions for class. 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 and Discussions (10 points)**

Continuing with the fall placement, each candidate will complete a minimum of **45 hours** (approximately 3 hours each week) in public schools assisting K-12 students in classrooms with math and reading as well as observing small group and whole group lessons, and interviewing various specialists. Candidates 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 can include but are not limited to: assisting K-12 students in classrooms with math and reading skills; interviewing professionals (e.g., special education teacher, general education teacher, principal, behavioral specialist, special programs coordinator), observing a meeting (e.g., candidate study team, grade level planning team, Response to Intervention team, Positive Behavior Support team), and observing general and special education classrooms across various grade levels and subject areas. 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. Hours are to be completed by the end of April. Candidates are expected to present themselves professionally in these school settings in terms of communication, dress, and all interactions with school personnel and candidates.

### **Agency Report (10 points)**

Candidates will choose from one of the following community based child or adolescent programs (or check with your instructor for a different site) and prepare a brief in-class presentation and a 2 page information sheet for fellow candidates: Christie School, Children's Farm Home, Edgefield, Kerr Center, Parry Center, Waverley Children's Therapeutic School, Morrison Center, OHSU Day Treatment Center, McClaren, Hillcrest, etc. Include the following in your report: What is the name of your contact (intake coordinator or director)? What is the population served and not served? What is the school district in which program is located? How are placements made and by whom? What is the typical length of stay? Who pays for placement? Is it a day program or residential? Is there an on-site school or do candidates attend public school? Does the placement require an IEP and/or Three Year Evaluation and if so, by whom?

**Professional Standards Rubric Evaluation (required)**

Candidates will meet with the 503 instructor near the end of the term and receive feedback on the instructor’s evaluation of the candidate using the *Professional Standards Rubric* in the appendix of the School Psychology First Year Handbook (available online).

**Qualifying Examination (50 points)**

Candidates will complete the *Qualifying Examination* in the computer lab near the end of the term. Instructions for the *Qualifying Examination* can be found in the appendix of the School Psychology First Year Handbook (available online). A passing grade from the instructor on the *Qualifying Examination* is necessary for successful completion of the first year of the program.

**Grade Distribution:**

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

**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.**

## COURSE CALENDAR

Date	Topic and Assigned Readings	Assignment Due
1. Jan 15	Introductions, Review Syllabus & Calendar	
2. Jan 22	<a href="http://www.nasponline.org/standards/2010standards.aspx">http://www.nasponline.org/standards/2010standards.aspx</a> <i>Standards for Graduate Preparation of School Psychologists, 2010 (pdf)</i> <a href="#">Principles for Professional Ethics, 2010 (pdf)</a>  <a href="http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx">http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx</a> <b><u>Domain 1: Data-Based Decision Making and Accountability</u></b>  <b>Topic: Why do we test? Traditional vs. Contemporary</b>	Reading Reaction
3. Jan 29	<a href="http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx">http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx</a> <b><u>Domain 2: Consultation and Collaboration</u></b>  <b>Topic: Child Development: What's Normal?</b>	Reading Reaction
4. Feb 5	<b>First and Second Year Cohort Combined Class</b>	Current Resume
5. Feb 12	<a href="http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx">http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx</a> <b><u>Domain 3: Interventions and Instructional Support to Develop Academic Skills</u></b>	Reading Reaction
6. Feb 19	<a href="http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx">http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx</a> <b><u>Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills</u></b>  <b>Topic: When the Brain goes wrong!</b>	Reading Reaction  Field Studies Hours and Logs
7. Feb 26	<a href="http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx">http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx</a> <b><u>Domain 5: School-Wide Practices to Promote Learning</u></b> <b>Speaker: A Principal's View - Linda Woolley/Portland Public Schools</b>	Reading Reaction
8. Mar 5	<a href="http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx">http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx</a> <b><u>Domain 6: Preventive and Responsive Services</u></b> <b>Topic: Exceptionality and the Law</b>	Reading Reaction
9. Mar 12	<a href="http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx">http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx</a> <b><u>Domain 7: Family-School Collaboration Services</u></b>  <b>Agency Report Presentations</b>	Reading Reaction

10. Mar 19	<a href="http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx">http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx</a> <b>Domain 8: Diversity in Development and Learning</b>  Agency Report Presentations	Reading Reaction
Mar 26	Spring Break/No Class	
11. Apr 2	<a href="http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx">http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx</a> <b>Domain 9: Research and Program Evaluation</b>  Agency Report Presentations	Reading Reaction
12. Apr 9	<a href="http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx">http://www.nasponline.org/standards/practice-model/domains-of-practice.aspx</a> <b>Domain 10: Legal, Ethical, and Professional Practice</b>  Agency Report Presentations	Reading Reaction  Field Studies Hours and Logs
13. Apr 16	Qualifying Exam – in Computer Lab	
14. Apr 23	Individual Check-out Meetings	
15. Apr 30	Individual Check-out Meetings	