



School Psychology 502 – Fall 2018 Introduction to School Psychology

Instructor: Jesse Erwin, Ph.D.
Class Day and Time: Wednesday 5:30 pm – 8:45 pm
Class Location: York Graduate Center, Room 116
Office Hours: By appointment
Email (preferred): jerwin@lclark.edu

Course Description: 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.

Prerequisites: None

Restrictions: Admission to School Psychology Program

Credits: 3 semester hours

Required Texts:

- Fagan, T.K. & Wise, P.S. (2007). *School psychology: Past, present, and future* (3rd ed.). Bethesda, MD: National Association of School Psychologists.
- Harrison, P. & Thomas, A. (Eds.) (2014). *Best practices in school psychology*. Bethesda, MD: National Association of School Psychologists.*

*This is a 4-volume text that will be used in several courses throughout the program

Additional course materials will be distributed in class or posted online.

Course Format: Class time will be divided between lecture, in-depth discussion of weekly readings, and reporting on school-based activities. Students will be placed in a local school district where they will observe, assist, and participate in a range of activities related to School Psychology practices in instruction and behavioral and academic interventions.

Course Objectives: The purpose of this course is to establish a foundation of knowledge and skills relevant to the practice of school psychology. Students will meet the goal of this course by demonstrating competence in the following areas:

- Knowing of the history of school psychology, current practice standards, and trends for the future.
- Understanding the role of the school psychologist in educational and clinical settings.
- Becoming familiar with the direct and indirect services that school psychologists provide.
- Understanding the workings of general education, special education, and related services within a school setting.
- Understanding the intervention and evaluation process that operates in the public schools, the use of data in this process, and how a school psychologist fits into a school-based team.

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- Learning and applying codes of professional conduct, ethical principles, and laws that guide and govern the practice of school psychology.
- Becoming familiar with training standards and knowledgeable of the requirements necessary to obtain state certification to practice school psychology, as well as license to practice independently.
- Understanding of and respect for individual differences in diverse communities.
- Developing foundations of professional identity as a psychologist.
- Understanding how to access research that informs practice through exploration of professional literature.

Course Requirements

Attendance: Per CPSY department policy, class attendance is expected and required. If an absence is unavoidable, please email the instructor 24 hours in advance (if possible). Missing more than ten percent of class time (4.5 hours) may result in failure to complete the course. In case of extreme hardship, and at the discretion of the instructor and program chair, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Field-Based Experience: All students are required to volunteer within a public school setting for at least three hours a week. Additional details about acquiring a volunteer placement will be discussed during the first class session. Additional details of the Pre-Practicum experience can be found in the appendix.

Professional Membership: Students are expected to join the National Association of School Psychologists (NASP) and Oregon School Psychologist Association (OSPA). Belonging to organizations like these allows school psychologists to access a broad range of materials, stay up-to-date on developments in the profession, and collaborate with colleagues. You will also receive substantial discounts on the required texts for this course.

Course Assignments and Evaluation Criteria

In addition to building a foundational knowledge base, the requirements of this course are designed to enhance competence in core skills (i.e., writing, speaking, and listening) that are routinely used by school psychologists. The following assignments will be used to evaluate student performance over the course of the semester (details about assignments can be found in the appendix of the syllabus):

1. Classroom Engagement (15%)
2. Learning History Paper (15%)
3. Presentation on IDEA Disability Categories (15%)
4. Midterm (25%)
5. Field Experience Documentation and Reflection (15%)
6. Annotated Bibliography (15%)

Grades will be assigned based on the following scale (%):

A: 94-100

A-: 90-93

B+: 87-89

B: 83-86

B-: 80-82

Any percent <80 would result in a C and would require this class to be taken again as no C can count toward your degree in this program.

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Professional Conduct and Academic Integrity Policy: All Lewis & Clark students are responsible for knowing the standards of professional conduct and academic integrity. Please refer to the Lewis & Clark graduate catalog for the Standards of Professional Conduct and Academic Integrity Policy. Plagiarism, that is, using research without citations, or using a created product without crediting the source, will result in a deduction of at least 50% of the assignment grade for each instance, failure of the course, and/or being reported to the Dean of Students. It is very important for students to learn how to describe readings and research findings in their own words. For this course, plagiarism will be defined as **four or more consecutive words taken directly from a reading without the use of quotation marks**. Each instance of plagiarism will result in a deduction of 50% of the total points. Students should make every effort to paraphrase. Quotes should rarely be used, as they are typically reserved for unusual/creative statements made by authors to emphasize a point. Excessive use of quotes will result in point loss.

Disability Services Statement: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Changes: The instructor reserves the right to make appropriate changes in the syllabus. It is the student's responsibility to keep updated on course information if he or she is absent.

Communication: E-mail is the preferred method of communication. I will typically respond to student inquiries within 24 hours on weekdays and will convey any changes in class or assignments via email.

Writing Center: The Writing Center offers tutoring services to all students on any type of writing project. You may schedule an appointment with the Writing Center director or drop by for peer tutoring. The writing center can assist with all stages of the writing process. See their website for more details: https://college.lclark.edu/academics/support/writing_center/.

Classroom Etiquette

Phones and Laptops: Students are expected to use technology appropriately. Please refrain from checking email, texting, working on other assignments, etc. during class time. It is usually quite obvious when someone is using their laptop for something other than notes and can be very disheartening for instructors (who have feelings too). In these instances, the instructor will ask students to put away their computer, which will affect your classroom engagement grade.

Discussion Norms. We will be exploring many topics that are complex and emotional, and I expect there will be differing opinions among students. Disagreement and debate are healthy ways to develop critical thinking skills and take multiple perspectives. In order to do so in a constructive manner, I expect all students to follow these discussion norms (adapted from University of Michigan Center for Research on Learning and Teaching):

1. Respect others' rights to hold opinions and beliefs that differ from your own.
2. When you disagree, challenge or criticize the idea, not the person.
3. Listen carefully to what others are saying even when you disagree with what is being said. Comments that you make (asking for clarification, sharing critiques, expanding on a point, etc.) should reflect that you have paid attention to the speaker's comments.

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4. Be courteous. Don't interrupt or engage in private conversations while others are speaking. Be aware of messages you may be communicating with your body language.
5. Support your statements. Use evidence and provide a rationale for your points.
6. Share responsibility for including all voices in the discussion. If you have much to say, try to hold back a bit. If you are hesitant to speak, look for opportunities to contribute to the discussion.
7. If you are offended by something or think someone else might be, speak up and don't leave it for someone else to have to respond to it.
8. Recognize that we are all still learning. Be willing to change your perspective, and make space for others to do the same.

Confidentiality - Any personal disclosures are considered confidential and should not be shared with others outside of the classroom.

Food Policy - Because class meets during typical dinner hours, I imagine many people will need to eat during instruction. I am going to tentatively allow this as long as a) it is not distracting and b) students clean up after themselves.

Course Schedule

Subject to change at instructor's discretion

<p>Week 1 - 9/5/18 <i>The Mission, History, and Practice of School Psychology</i></p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Fagan & Wise, Ch.1 - Introduction to the Field of School Psychology • Fagan & Wise, Ch. 2 - Historical Development of School Psychology <p>Supplemental Readings:</p> <ul style="list-style-type: none"> • BP Foundations, Ch. 29 - Trends in the History of School Psychology in the United States. • BP Foundations, Ch. 37 - The Status of School Psychology Graduate Education in the United States
<p>Week 2 - 9/12/18 <i>The Roles and Functions of School Psychologists</i></p> <p>Assignments Due: Proof of NASP/OSPA membership.</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Fagan & Wise, Ch. 3 - The Employment Context of School Psychologists • Fagan & Wise, Ch. 4 - Roles and Functions of School Psychologists • BP Data-Based, Ch. 1 - The NASP Practice Model
<p>Week 3 - 9/19/18 <i>Foundations of Legal and Ethical Practice: Part I</i></p> <p>*Bring Electronic Copy of NASP Ethical Principals; Oregon Administrative Rules (OARS) for Special Education</p> <p>Assignments Due: Learning History; Teacher Consent for Pre-Practicum Experience</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Merrell et al. (2011), Ch. 6 - Legal and ethical issues in school psychology. • NASP Principles for Professional Ethics
<p>Week 4 - 9/26/18 <i>Foundations of Legal and Ethical Practice: Part 2</i></p> <p>Guest Speaker - Megan Wattman-Turner, School Psychologist Intern, North Clackamas School District</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • McIntyre, L.L, & Garbacz, S.A. (2016). Early childhood special education in the context of school Psychology. In B. Reichow, B. Boyd, E. Barton, & S. Odom (Eds.), <i>Handbook of early childhood special education</i> (pp.441-453). doi:10.1007/978-3-319-28492-7_23 • BP Foundations Ch. 31 - Best Practices in Applying Legal Standards for Students with Disabilities <p>Supplemental Readings:</p> <ul style="list-style-type: none"> • Branstetter Ch.7 - The Individualized Education Plan (IEP): Friend or Foe?
<p>Week 5 - 10/3/18 <i>Disabilities Under IDEA - Student Presentations</i></p> <p>Assignments Due: All Presentation materials and handouts</p> <p>Readings Due: IDEA 300.300 to 300.311</p> <p>* Bring Electronic Copy of Oregon Administrative Rules (OARS) for Special Education</p>
<p>Week 6 - 10/10/18 <i>Student Presentations Cont'd; Multi-tiered Systems of Support</i></p> <p>Readings Due:</p> <ul style="list-style-type: none"> • BP Data Based, Ch. 3 - A Comprehensive Framework for Multi-Tiered Systems of Support in School Psychology. • Lilienfeld et al. (2012) - Distinguishing science from pseudoscience in school psychology: Science and scientific thinking as safeguards against human error
<p>Week 7 - 10/17/18 <i>The School Psychologist's Role in Assessment</i></p>

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<p>Assignments Due: Topic for comprehensive paper</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Merrell et al. (2011), Ch.8 – The School Psychologist’s Role in Assessment: Models, Methods, and Trends in Gathering, Organizing, and Analyzing Data. <i>*read first</i> • BP Data-Based Ch.2- Problem Solving Foundations for School Psychological Services. <p>Supplemental Readings:</p> <ul style="list-style-type: none"> • BP Data-Based, Ch.5 – Best Practices in Problem Analysis
<p>Week 8 – 10/24/18 – <i>The School Psychologist’s Role in Consultation and Counseling</i></p>
<p>Readings Due:</p> <ul style="list-style-type: none"> • BP Data-Based, Ch 29 – Best Practices in School Consultation • BP Data-Based, Ch. 32 – Best Practices in School-Based Mental Health/Consultee-Centered Consultation by School Psychologists <p>Supplemental Readings:</p> <ul style="list-style-type: none"> • BP Data-based Ch. 34 – Best Practices in Facilitating Consultation and Collaboration with Teachers and Administrators.
<p>Week 9 – 10/31/18 MIDTERM EXAM</p>
<p>Week 10 – 11/7/18 <i>The School Psychologist as an Agent for Social Justice: Part I</i></p>
<p>Guest Speaker: Carmen Gelman – Principal, Milwaukie High School</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • BP Foundations, Ch.1 – Best Practices in Increasing Cross-Cultural Competency; • BP Foundations, Ch.2 – Best Practices in School Psychologists Acting as Agents of Social Justice <p>Supplemental Readings:</p> <ul style="list-style-type: none"> • NASP Position Statement – Racism, Prejudice, and Discrimination • NASP Position Statement – Safe and Supportive Schools for LGBTQ Youth
<p>Week 11 – 11/14/18 <i>Prevention and Intervention: Academic Skills</i></p>
<p>Guest Speaker: Jen Lopez Nutter, Learning Specialist, Chief Joseph Elementary School</p> <p>Readings Due:</p> <ul style="list-style-type: none"> • Merrell et al., Ch. 9 – The School Psychologist’s Role in Prevention and Intervention, Part 1: Academic Skills • BP Data-Based, Ch, 9: Best Practices in Diagnosis of Mental Health and Academic Difficulties in a Multitier Problem-Solving approach. • BP Student-Level Services Ch. 4 – Best Practices in Setting Progress Monitoring Goals for Academic Skill Improvement <p>Supplemental Readings:</p> <ul style="list-style-type: none"> • BP Student-Level Services, Ch.7 - Best Practices on Interventions for Students with Reading Problems • BP Student-Level Services, Ch.3 - Best Practices in Fostering Student Engagement • BP Student-Level Services, Ch. 19 Best Practices in Assessing and Improving Executive Skills.
<p>Week 12 – 11/21/18 No Class</p>
<p>Week 13 – 11/28/18 <i>The School Psychologist as an Agent for Social Justice: Part 2</i></p> <p>Assignments Due: Annotated Bibliography</p> <p>Readings Due:</p>

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- Frisby, C. L. (2015). Helping minority children in school psychology: Failures, challenges, and opportunities. *School Psychology Forum*, 9(2), 74-87.
- Li, C., Ni, H., & Stoianov, D. (2015). Meeting the psychoeducational needs of ethnic minority Students: A discussion of the necessity of multicultural competence. *School Psychology Forum* 9(2), 88-95.

Supplemental Readings:

- Worrell, F.C. (2015) Culture and identity in school psychology research and practice: Fact versus fiction. *School Psychology Forum*, 9(2), 105-120.

Week 14 -12/5/18 *Prevention and Intervention: Mental Health and Social-Emotional Skills*

Guest Speaker: Leslie Rodgers, Crisis Response Coordinator, Beaverton School District

Assignments Due: Practicum Hours Log

Readings Due:

- Merrell et al., Ch. 10 – The School Psychologist’s Role in Prevention and Intervention Part 2: Mental Health and Social-Emotional Behavior.
- BP Student-Level: Ch.22, Best Practices in Delivering Culturally Responsive, Tiered Level Supports for Youth with Behavior Challenges;
- BP Systems: Ch. 15 – Best Practices in School Crisis Intervention;

Supplemental Readings:

- BP Student Level Services: Ch. 23 – Best Practices in Classroom interventions for Attention Problems

Week 15 – 12/12/18, *The School Psychologist’s Role in Facilitating Systems Change; Concluding Reflections, and Course Wrap-Up*

Assignments Due: Site Supervisor Professional Standards Rubric; Self-Evaluation Professional Standards Rubric; Final Practicum Hours Log.

Supplemental Readings:

- BP Systems Level, Ch.3 – Best Practices in Implementing Evidence-Based School Interventions
- BP Data-Based, Ch.25 – Best Practices in Program Evaluation in a Model of Response to Intervention/Multitiered System of Supports

Appendix A: Assignments

1. **Learning History** – In two to three pages, please reflect on your experience at school (up to Grade 12 unless significant events occurred during your college years). What messages did your teachers (or other school personnel) convey to you (Did they see you as “smart?” Or perhaps you were considered a “troublemaker?”). Did you receive different messages from different teachers? Did perceptions of you change at different stages of your school experience? As a graduate student, you are part of a small and selective portion of the US population – Did the messages you received from school personnel lead you to believe you would be here today? When did you *know* you were academically competent?

The purpose of this assignment is to provide students an opportunity to reflect on meaningful events that led them to the profession of school psychology. This type of introspection will also be a good reminder of what it’s like to be a student and how subtle interactions with adults can affect our developmental trajectory.

- Length – Two to three pages, double spaced, Times New Roman, 12 pt.
 - Due – ELECTRONIC COPY due 9/19/18 by 5:30 PM..
2. **Group Presentation** – In groups of two (or three), students will complete a presentation (between 15 and 20 minutes) on one of the IDEA disability categories. Topics and partners will be randomly assigned by the instructor in week 2. Requirements:
 - Three sources (one of which will come from OARS criteria). Other two can be from class texts or outside resources. References should be in APA (6th ed.) format.
 - A clean-looking, one-page handout that can be used for quick-reference in your future practice.
 - A PowerPoint is NOT required but can be part of the presentation if desired. It is most important that presentations are informative and engaging.
 - Due: All presentation materials due on 10/3/18 (handout, references, and PowerPoint if using one). Presentations begin on 10/3/18 and conclude on 10/10/18.
 3. **Midterm Exam** – There will be one exam on 10/31/18 covering all material to up to this point. The exam will consist of multiple choice and short answer questions
 4. **Field Experience Documentation and Reflection** – There are four components of practicum documentation:
 - A weekly hours log. Due 12/12/18.
 - Site Supervisor Professional Standards Evaluation. Due 12/12/18
 - Professional Standards Self-Evaluation. Due 12/12/18
 - In-Class Reflection – On the final day of class, each student will write a brief essay reflecting on their pre-practicum experience:
 - i. What you have learned about the field of school psychology during the course of the semester; and
 - ii. What you have learned from your pre-practicum site experience, including your personal strengths and weaknesses.
 5. **Annotated Bibliography** – Over the course of the fall and spring semesters each student will write a comprehensive paper on a selected topic within school psychology. During the fall semester, each student will select a topic, review literature regarding this topic, and complete an annotated

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bibliography. The paper will be completed in the spring semester. Topics will be selected from a list during the second class period. Students who would prefer a different topic should schedule a meeting with the instructor to propose the alternative topic. *Writing completed for any other previous coursework, at L&C or elsewhere, cannot be presented as part of this paper (in other words, pick a new topic).*

- Due: ELECTRONIC COPY due 11/28/18 before 5:30 PM

6. **Classroom Engagement** – Measuring engagement can be difficult because it is sometimes equated with “speaking in class.” In a class of this size, it may be impossible to ask a question or share your thoughts every single week. In general, I encourage students to contribute as often as they can but know that you will not be graded down simply because you refrained from speaking one week. A great way to demonstrate course engagement is to ensure that questions and comments reflect that you have done the reading for the week. This may include linking ideas back to the reading, asking clarifying questions, and so on. Alternative ways to show engagement include active listening skills (rotating toward the speaker, eye contact, affirmative nodding), note taking, and asking follow up questions (via e-mail, during breaks, etc.).

Appendix B: NASP Domains of School Psychology Training and Practice

The School Psychology (SPSY) Program at Lewis & Clark College first received full approval by the National Association of School Psychologists in 2003. The SPSY 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 SPSY 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

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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

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Appendix C: Comprehensive Paper Topic Examples – Fall 2018

Basic Reading Skills Development and Interventions
Reading Fluency Development and Interventions
Reading Comprehension Development and Interventions
Math Computation/Calculation Development and Interventions
Math Problem Solving/Reasoning Development and Interventions
Writing Development and Interventions
Spelling Development and Interventions
Interventions targeting Work Completion (in class) and/or On-task Behavior
Interventions targeting Homework and/or Self-Management
Interventions targeting decrease in aggressive/disruptive behavior
Social Skills Groups
Counseling children with Anxiety and/or Depression in schools
Counseling children to increase self-regulation skills and/or Executive Functioning
Check In/Check Out (Check and Connect)
School-Wide Positive Behavior Supports (with focus on Tier 1 and Tier 2)
Peer Tutoring as a Classroom Intervention
Consulting with Teachers
Consulting with Parents
Assessment - Autism Spectrum Disorders
Assessment - Emotional Disturbance
Assessment - Specific Learning Disability - Patterns of Strengths and Weaknesses
Assessment - Specific Learning Disability - Response to Intervention
Assessment - ADHD
Assessment - Intellectual Disability
Curriculum-Based Measurement and Progress Monitoring

Appendix D: Pre-Practicum Experience

The following information is sent to participating classrooms prior to student placement. It also happens to be a useful description of the purpose and objectives for the pre-practicum experience.

Lewis and Clark School Psychology (LCSP) Program

2018-19 LCSP Pre-Practicum:

A classroom-based experience for first-year school psychology students

Brief Background of LCSP Students

All LCSP Pre-Practicum students begin our program with various and rich experience working with children in schools, clinics, camps, residential programs, etc. They have all completed the necessary background checks required to volunteer in schools. All LCSP students are engaged in a three-year graduate program that will result in them being licensed as school psychologists.

Expectations of LCSP Pre-Practicum Students

The goals of the LCSP Pre-Practicum experience are two-fold: To help first-year school psychology students get better grounded in the educational and instructional processes in classroom settings while at the same time providing help and assistance to teachers and students through individual or small group instruction. With the assistance and support of a classroom teacher, first year LCSP Pre-Practicum students will engage in, learn from, and contribute to the following activities:

- 1) Volunteer within the classroom for at least 3 hours per week through June
- 2) Understand, observe and contribute to classroom based and school-wide RTI practices
- 3) Provide individual or small groups instruction in curricular areas such as reading and math
- 4) Assist in behavioral interventions or classroom management processes as needed
- 5) Become familiar with school/district curriculum and assessment processes for math and reading
- 6) Observe classroom instructional processes and practices
- 7) Assist in instructional classroom-based activities and less with tasks such as copying or stapling

Expectations of LCSP Pre-Practicum Supervisors

As part of a required set of classes (SPSY 502 & 503: Introduction to School Psychology), LCSP Pre-Practicum students will be supervised by Lewis and Clark program faculty who will be responsible for grading students in their coursework and assignments. LCSP Pre-Practicum students will also be supervised by classroom teachers who will be asked to accomplish the following:

- 1) Maintain helpful communication with the pre-practicum student
- 2) Provide guidance for the tasks listed above to be accomplished (see list above)
- 3) Provide a brief, one-page, mid-term and final evaluation for the pre-practicum student addressing how professional, successful and helpful the pre-practicum was in accomplishing the activities listed above.

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LC Campus Supervisor Contact information

Classroom teacher-supervisors and DDS representatives can contact the following individuals with concerns:

Peter Mortola, Ph.D.
LCSP Program Assistant Director
pmortola@lclark.edu
503 768 6072

Jesse Erwin, Ph.D.
LCSP Program Instructor
Introduction to School Psychology
jerwin@lclark.edu

Rochelle Zirdum, M.A.
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