

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

Course Name and Number	Introduction to School Psychology CPSY 508-01
Term	Spring, 2010
Department	Counseling Psychology/ School Psychology
Faculty Name	Ruth Gonzalez, PhD; NCSP Office: Rogers Hall #433; Phone 768-6068 Email: Gonzalez@lclark.edu

Catalog 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.

Prerequisite: CPSY 507. **Credit:** 1 semester hour.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
Learning Environments Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
Content Knowledge 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
Teaching Approaches Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
Connection to Community Design educational activities that cultivate connections between learners and their communities and region.	X
Educational Resources Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
Assessment Assess, document, and advocate for the successful learning of all students and school stakeholders.	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 practices and programs that confront the impact of societal and institutional barriers to academic success and personal growth.	X
Professional Life Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

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: Age 3-4 th Grade	P, R
Elementary: 3 rd -8 th Grades in an Elementary School	P, R
Middle Level: 5 th -9 th Grades in a Middle or Junior High School	P, R
High School: 7 th -12 th Grades in a Mid- or Sr.-High School	P, R

COURSE SYLLABUS

CPSY 508-01- Introduction to School Psychology II

Spring, 2010

Lewis & Clark College

Graduate School of Education and Counseling

Instructor: Ruth Gonzalez, PhD, NCSP; Rogers Hall #433;
503-768-6068; gonzalez@lclark.edu

Class meetings: Saturday mornings, 9:00-12:00
January 23, Feb. 6 and 20, Mar. 13, Apr. 17, 2009; Rogers Hall

Catalog 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 observations in a seminar format.

Textbooks:

Thomas, A. & Grimes, J. (Eds.) (2002) Best practices in school psychology: V.
Bethesda, MD: National Association of School Psychologists

Course Description and Goals/Objectives:

Students will complete 20 hours of observation in the public schools. They will participate in a class presentation with school psychologists. They will discuss observation experiences in class and write reaction papers.

Purpose: To observe the larger milieu of public schools to understand the broad spectrum of student services in schools. (NASP Domains 2.2 Consultation/Collaboration, 2.6 School Organization; 2.6)

Students will study and present topics about current school psychology topics that are of interest to them; material is available in the textbook. Additional material will be presented in class lectures.

Purpose: To consider contemporary issues facing school psychologists.
(NASP Domains 2.10 School Psychology Practice and Development)

Students will develop a first-year portfolio, including an updated resume with a reference letter and shadowing experiences.

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 2.6 and 2.10)

Extra- Curricular Program Requirements:

Students will prepare for practicum. Refer to SP Forms 2 and 6.

Professional Standards:

Students are expected to follow professional standards, including adherence to legalities and ethics. In addition, students need to show a respectful demeanor towards students, parents, professional peers, and others. Students need to be timely in completing work; they must honor

class attendance and hours. Department policy is that students may miss one class each semester, with appropriate make-up work, but if two classes are missed, the student is in danger of failing the class. If students miss a class, they need to discuss required make-up work with the instructor. Students are expected to use appropriate professional tools, including technological tools, as needed and appropriate. Students are expected to be aware of and respect diversity and multicultural issues.

Students with Special Needs:

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact the Student Services Office at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

Grading:

Log of at least 20 observation hours; reaction paper: (see description in 507 Syllabus) 30 points

Presentation: You will choose a topic then make an oral presentation to the class on this topic. Presentations should last about 10 minutes; use of visuals is appreciated. Reading aloud from papers is not appropriate. You'll need 22 copies of a one- or two-page handout, giving high points on the issue as well as practical applications. 15 points

Reaction Paper on Sharp/Lauinger presentation 10 points

Professional Development File Update (see description in Syllabus 507). 30 points

Include in your portfolio:

- Three completed forms from First Year Handbook
- Up-dated resume
- 2 letters of reference
- Form 2 from Practicum Handbook
- Proof of final 6 hours of personal counseling
- Proof of Praxis I or alternate
- Proof of ORELA

Paper: History and Systems of School Psychology. 15 points.

90- 100 points = A; 80-89 points = B; below 80 points: do not pass.

Note: Due to Mamie Dec on May 1 for Practicum:

- Peter Mortola's approval of your practicum site and supervisor
- Supervisor resume
- Choice of insurance
- Practicum contract
- TSPC material: PA1 form; \$62; fingerprints in specified format

Calendar

Date: Due:

Topics:

Jan. 23

Welcome; new syllabus and review of semester goals
Discuss observations in schools
Sign up for presentations

Read and bring a copy of NASP
Principles for Professional Ethics
And Practice Guidelines
with highlights

Overview of school psychology practice:
Legal and Ethical Issues
History
Training and Credentialing
Employment Trends

Feb. 6

***Presentation of Assessment and Intervention Sequence:
Leslie Sharp and Brittani Lauinger

Read and bring one article from a current
school psychology journal newsletter.
(School Psychology Review (NASP),
Communique, School Psychology Quarterly
(APA, Div. 16).

Discuss journal readings
Presentations / discuss observations

Feb. 20

Read and bring Practicum Handbook
Reaction Paper

10:00: Review of Practicum: Dr. Mortola
Insurance requirements
Professional Standards Evaluation
Overview of Blueprint: Functional and Foundational
Competencies
Developmental Assets

March 13

Paper on History/Systems
Professional Dev. File
Paper

Individual meeting with instructor
Presentations

April 17

Reaction Paper and logs

Presentations
Course Evaluations
Compile Group Book of Advice
Individual meeting with Instructor

COURSE SYLLABUS COVER SHEET
 Lewis & Clark College
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Please attach completed cover sheet to course syllabus.

Course Name	Into to School Psychology II
Course Number	CPSY 508
Term	GS 2010
Department	Counseling Psychology
Faculty Name	Ruth Gonzalez

Catalogue 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.

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
<p style="text-align: center;">Learning and Living Environments</p> <p>Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.</p>	X
<p style="text-align: center;">Disciplinary Knowledge</p> <p>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.</p>	X
<p style="text-align: center;">Professional Practice</p> <p>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.</p>	X
<p style="text-align: center;">Connection to Community</p> <p>Design learning and counseling activities that cultivate connections between individuals, families and their communities and region.</p>	X
<p style="text-align: center;">Professional and Technological Resources</p> <p>Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community wellbeing.</p>	X
<p style="text-align: center;">Assessment</p> <p>Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.</p>	X
<p style="text-align: center;">Research and Reflection</p> <p>Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.</p>	X
<p style="text-align: center;">Leadership and Collaboration</p> <p>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 wellbeing.</p>	X
<p style="text-align: center;">Professional Life</p> <p>Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures and a commitment to the legal, ethical and professional responsibilities of our profession(s).</p>	X

Authorization Levels:

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.	
Elementary	3 rd -8 th Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	
Middle Level	5 th -9 th Grades in an elementary, middle, or junior high school, or high school.	
High School	9 th -12 th Grades in Subject/Dept. Assign. in a High School.	

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

Student Performance:

Student performance criteria appear on page(s) _____ of this syllabus (student performance includes goals, evidence, and levels of performance).