

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

Course Name	<u>Introduction to School Psychology I A</u>
Course Number	<u>CPSY 507</u>
Term	<u>Fall, 2011</u>
Faculty Name	<u>Ruth Gonzalez, PhD, NCSP</u> 503-768-6068 Rogers Hall #422 Gonzalez@lclark.edu

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	X
<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.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	X

Authorization Levels:

This course addresses preparation at specific authorization.

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

*R = Readings and In-class Discussions

*P = Practicum

COURSE SYLLABUS

Course Name	<u>Introduction to School Psychology</u>
	<u>CPSY 507-01</u>
Term	<u>Fall, 2011</u>
Department	<u>Counseling Psychology</u>
Meeting Information	<u>Tuesdays, 4:00-7:00 pm</u> <u>Sept. 6 –Nov. 22, 2010</u>
Faculty Name	<u>Ruth Gonzalez, PhD, NCSP</u>
Phone/E-mail	<u>303-768-6068</u> <u>Gonzalez@lclark.edu</u>
Office	<u>Rogers Hall #422</u> <u>Office Hours: M, T or F by appointment</u>

Catalog 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. 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.

Course and First-Year Goals and Objectives:

1. 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. (NASP Domains 2.10 Legal, Ethical and Professional Practice)
2. For the first year practicum, students will complete 20 hours of observation in the public schools each 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. (NASP Domains 2.2 Consultation/Collaboration, 2.5 School-Wide Practices)
3. Students will study and make a presentation of a current school psychology topic that is 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 Domain 2.10)
4. 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 2.10 and 2.6: Preventative/Responsive Services)
5. 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 2.3 Interventions: Academics and 2. 4 Interventions: Social/Life Skills).

Course Calendar: We will meet from 4:00-7:00 ten times during the fall semester; see page 3 for a schedule of classes and readings.

Bibliography:

Required text: Thomas, A. and Grimes, J. (Eds.). (2009). *Best practices in school psychology V*. Bethesda, Maryland: NASP.

Required text: Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2006). *School psychology for the 21st century: Foundations and practices*. New York: Guilford Press

Optional Literature (All are available at Watzek Library):

National Association of School Psychologists. Communiqué.

National Association of School Psychologists. School Psychology Review.

American Psychology Association (Division 16). School Psychology Quarterly.

Course Requirements:

For the first semester practicum, students will spend twenty hours in the public schools, observing and interviewing various specialists. Students will document that work and write log/reaction papers on each.

Students are expected to prepare one presentation for the class about a specialized topic about school psychology.

Students will participate in class by completing the readings for each week and turning in a review of each reading, including one or two questions to bring up during class discussions.

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 an article from a school psychology journal. The student will also interview and copy class notes from another student and outline the test chapters that were missed. If two classes are missed, the student will not pass the class. One percentage point will be lost for every day that an assignment is late.

100-90 points= A; 89-80 points+ B; 79 or fewer points: No credit

In addition to assignments, students will complete all paperwork for first semester as described in the First Year Handbook.

Students will start a file of professional resources and initiate a personal portfolio.

Students will begin a series of receiving personal counseling (5 hours this semester; 5 in the spring) and participate in two 12-step programs.

Assignments:**First Year Practicum Hours (50% of your grade)**

Completion and Documentation of date/place of each observation on Form 4 from the First Year Handbook.

Description/summary of the activity/interview and your reaction. I expect a well-written paragraph on each activity.

If the twenty hours are not completed and documented by Nov. 22, you will be expected to complete those hours and an additional 5 hours before Winter Break.

Topical Presentation (20% of your grade). Each topic must be approved in advance by the instructor.

Oral Presentation:

Engaged others' attention; provided time for questions and discussion

Well-rounded explanation of the issue/problem

Written Presentation

Easy-to use interventions suggested

Specific description of the topic

Organization of material

APA-style citation(s)

Papers on Readings (30% of your grade- divided between 10 readings)

Read the chapters then write a one-page review of topics and information you'll need in your future practice (2 points each)

Write one or two questions or topics to discuss in class (1 point)

Please bring in two copies to class- one for the instructor and one for you to keep.

Other work required for progress through the first semester:

Professional Development File/Portfolio

By Nov. 16, please have an up-to-date resume, any letters of recommendation that you have, at least ten references/resources in the Portland area, and at least three topical issues.

Personal Counseling Documentation

A note on letterhead or with a card of the counselor attached; a simple statement such as "I saw Joe Jones in counseling 5 hours this fall."

Reaction Paper to 12-step meetings

A half-page each with the time/date/location documented and a personal reflection of what you saw/learned.

Schedule:

Date:	Due:	Topics:
Sept. 6	Read and bring Program Handbook and First Year Handbook (no need for paper)	Introductions to each other and the program. Overview Handbooks (Program, First Year) and Syllabus Discuss personal counseling, PDF and 12-step requirements Verify that SP Program Form 1 and program planning sheet are in your CPSY file. Form 3: Essay

Sept. 13	Read 21 st Century: Chapters 1, 2 Read copies of the practica and intern handbooks; no paper needed for the reading of handbooks	Introduction to the Field History and Practice of School Psychology Review of Professional Standards and NASP Domains Start the process of ORELA and Fingerprints with TSPC Discuss Practica and Intern Handbooks
Sept. 20	Read 21 st Century: Ch. 4 Read BestPrV: Chapters 1-3	NASP Blueprint Models of school psychology practice Training and Credentialing issues in School Psychology; Employment Trends
Sept. 27	Read 21 st Century, Ch. 6	Initial discussion of Ethical and Legal Issues Role of the School Psychologist in Behavior, Social, Emotional, and Academic Change Discuss Observations/Interviews Midterm
Oct. 4	***Fingerprint packet due Bring in documentation and writings about your first few hours of observations and a plan for the rest of the twenty hours.	Discuss observations
Oct. 11	Read BestPrV: Chapter 21 Read 21 st Century Chapter 3	Roles of School Psychologist in Academic Assessment and Intervention Introduction of techniques for behavioral change. Cultural and Linguistic Diversity
Oct. 18	Topical Presentations	Roles of School Psychologists in Emotional and Behavioral Health Discuss observations/Interviews Topical Presentations
Oct. 25	Read 21 st Century: Chapter 6	School Psychology Ethics and Legal Considerations Topical Presentations
Nov. 15	Proof of Completion of ORELA,, 12-step meetings, 5 hours of personal counseling Reaction Paper/Log of all 20 hours of Observation/Interviewing Professional Development File	Individual Meetings with Instructor (7 students; 5:00-7:00) Discuss observations/Interviews
Nov. 22		Individual meeting with instructor (7 students, 5:00-7:00) Course Evaluation

Guidelines:

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.

Please note:

By May 1, set up a tentative site for practicum and let the Practicum Coordinator (Ruth Gonzalez, Gonzalez@lclark.edu) know the supervisor's name, phone, and email. She will verify requirements with them then will get back to you as soon as possible to confirm the placement.