

COURSE SYLLABUS COVER SHEET

Lewis & Clark College
Graduate School of Education and Counseling

Course Name	Introduction to School Psychology I
Course Number	CPSY 507
Term	Fall 2012
Faculty Name	Priscilla Smith, MS NCSP

Guiding Principles/Standards Addressed in Course:

Guiding Principles/Standards	
<p style="text-align: center;">Learning 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;">Content Knowledge</p> <p>Integrate fundamental and emergent components of disciplinary knowledge in ways that extend learners' experience and enhance their own and students' capacity to solve problems.</p>	X
<p style="text-align: center;">Connection to Community</p> <p>Design educational activities that cultivate connections between learners and their communities and region.</p>	X
<p style="text-align: center;">Professional Life</p> <p>Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.</p>	X

Authorization Levels:

This course addresses preparation at specific authorization.

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

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

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.

Lewis & Clark College
Graduate School of Education and Counseling

COURSE SYLLABUS

Course Name	<u>Introduction to School Psychology</u>
Course Number	<u>CPSY 507-01</u>
Term	<u>Fall 2012</u>
Department	<u>Counseling Psychology</u>
Meeting Information	<u>Tuesdays, 5:30-8:30 pm</u>
Faculty Name	<u>Priscilla Smith, MS NCSP</u>
Phone/email	<u>503 522-7122</u>
Email	<u>pasmith@lclark.edu</u>

Catalog Description:

Introduction to School Psychology I and II: 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, this 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).
6. Students will complete a Qualifying Examination on the eleven NASP Domains.

Bibliography:

Required texts: Thomas, A. and Grimes, J. (Eds.) (2009). *Best practices in school psychology V*. Bethesda, Maryland: NASP.
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 more than one class is missed, the student may 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 receive 3-5 hours of personal counseling and write a reflection paper of their experience.

Fall CPSY 507 Assignments and Schedule

First Year Practicum Hours (50% of your grade) Students will work in groups of 2-3 to develop a plan to complete this requirement collaboratively. Students will share this experience via written and verbal methods with other students so they can benefit from experiences that they do not participate in.

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)

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 Reflection Paper

Students will reflect on their experience while attending personal counseling. Information such as processes used by the therapist as well as benefits and weaknesses of this experience should be addressed. It should be at least 1 page in length.

Schedule

Date:	Due:	Topic:
Sept. 4	Read and bring Program Hand book and First Year Handbook	Introductions to each other Overview Handbooks and Syllabus Discuss personal counseling & PDF

Sept. 11	Read Practicum /Intern Handbook (no need for paper).	Introduction to Field *(1-2) History & Practice of School Psychology Review of Professional Standards and NASP Domains Process for ORELA and fingerprints w/TSPC Discuss Practicum/Intern Handbooks
Sept. 18	Read Best Practices V Chap. 1-3	NASP Blueprint *(4-5) Models of school psychology practice Training and Credentialing issues in School Psychology; Employment Trends
Sept. 25	Best Practices V Chap. 120 & 121	Ethical/ Legal Issues/Role of the School Psych. *(6) Behavior, social, Emotional, and Academic Change Discuss Observations/Interviews
Oct. 2	Fingerprint packet due Bring in documentation and writings About your first few hours of observation and a plan for the rest of the twenty hours Read Best Practices V: Chap. 17	Discuss observations/interview and on-going class requirements Discuss role of School Psychologist in Academic Assessment and Intervention
Oct. 9	Read Best Practices V: Chap. 108-109	Cultural and Linguistic Diversity *(3)
Oct. 16	Topical Presentations	Discuss on-going field experiences/ Cultural and Linguistic Diversity
Oct. 23	Topical Presentations	Discuss on-going field experiences
Oct. 30	Read Best Practices V. Chap. 78	Promoting Social, Emotional and Academic Growth in Schools
Nov. 6	Read Best Practices V. Chap. 46.	Positive Behavior Support Systems
Nov. 13	Proof of Completion of ORELA, 12-step Meetings, 7 hours of personal counseling, Reaction Paper/Log of all 20 hours of Observations/interviews and Professional Development File	Individual Meetings w/Instructor (5:00-8:30) Discuss observations/interviews
Nov. 20	All fall requirements due	Guest Speaker(s) Course Evaluations