

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

<b>Course Name</b>	<b>Introduction to School Psychology II York 116 Thursday 1:00 to 4:00 pm</b>
<b>Course Number</b>	<b>SPSY 503-01</b>
<b>Term</b>	<b>Spring, 2017 January 12-April 20</b>
<b>Faculty Name</b>	<b>Colleen M. Hanson, Ed.D 503-998-7827 <a href="mailto:cmhanson@lclark.edu">cmhanson@lclark.edu</a> <a href="mailto:forskykids@yahoo.com">forskykids@yahoo.com</a></b>

**Catalog Description:**

Introduction to School Psychology 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. 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.

Students will be placed in a local school district as a requirement of SPSY 590 where they will observe, assist and participate in a range of activities related to School Psychology practices in instruction, and behavioral and academic interventions.

**Guiding Principles/Standards Addressed in Course:**

<b>Guiding Principles/Standards</b>
-------------------------------------

<u>Learning Environments</u> Create democratic learning communities in which caring, equity, social justice, and inclusion are practiced and diverse perspectives, supported.	<b>X</b>
<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.	<b>X</b>
<u>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	<b>X</b>
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	<b>X</b>
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	<b>X</b>
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	<b>X</b>
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	<b>X</b>
<u>Leadership and Collaboration</u> 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.	<b>X</b>
<u>Professional Life</u> Pursue a professional identity that demonstrates respect for diverse peoples, ideas, and cultures.	<b>X</b>

**Authorization Levels:**

This course addresses preparation at specific authorization.

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

\*R = Readings and In-class Discussions

\*P = Practicum

# Lewis and Clark College

## Graduate School of Education and Counseling

SPSY 503-01 Introduction to School Psychology (3 semester credits)

### Spring Semester 2017

Colleen M. Hanson, Ed.D.

Phone: 503 998-7827

Email: [cmhanson@lclark.edu](mailto:cmhanson@lclark.edu)

forskykids@yahoo.com

Office Hours: by appt.

### Class Meetings

Class: Thursday, 1-4 p.m., York 116

### 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. 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.

Students will be placed in a local school district as a requirement of SPSY 590 where they will observe, assist and participate in a range of activities related to School Psychology practices in instruction and behavioral and academic interventions.

### Required Readings

1) Merrell, K.W., Ervin, R.A., & Gimpel, G.A. (2012). *School Psychology for the 21st Century: Foundations and Practices*. New York: Guilford Press

2) Additional readings, as assigned, are available on-line

### 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. Please notify me of any special learning considerations, in relation to the American Disabilities Act, that will need to be addressed should you need course adaptations or accommodations or if you have emergency medical information to share.

### Course Goals and Objectives

1. Students will become aware of the broad domains of competence necessary for School Psychologists (described below). They will participate in readings, class presentations and discussions, pre-practicum experiences at local public schools, and written work.

2. Students will complete a minimum of 36 hours of observation and assistance in the public schools during the Spring semester. The purpose of the pre-practicum experience is for the student to observe the larger milieu of public schools

to understand the broad spectrum of student services in schools with a particular emphasis on understanding classroom instruction and management.

3. Students will study and consider historical and contemporary issues facing School Psychologists through class readings, research, presentations and discussions.

4. Students will demonstrate knowledge of and adherence to legal and ethical principles governing educational and psychological practice (e.g., confidentiality, special education procedural requirements, etc.) as well as the Professional Standards of the program.

### **Class Assignments**

#### **Weekly Class Attendance and Participation (45 points, 3 each)**

Because of the importance of our in-class time together, regular and timely class attendance and engaged participation each week are expected. Specifically, each student should be ready to share about their pre-practicum setting (strengths and challenges, etc.) each week. Missing more than one class period during the semester may result in an incomplete or failing grade for the class. Please contact me prior to class or due dates regarding any absences from class or problems with assignment deadlines. Any significant missed class time (60 or more minutes) will require a standard make-up assignment. The assignment is a 3 page paper in which you: 1) describe what you learned from interviewing two cohort members who attended the class you missed and, 2) discuss the chapters due during the week you missed, including comments, questions and what you learned regarding those readings. Make-up assignments are due the week following the missed class.

#### **School Psychology Practicum Shadowing (20 points)**

Pre-Practicum students are required to shadow a School Psychology Practicum student for the majority of a day during Spring semester. An opportunity for Pre-Practicum students to meet and pair up with a Practicum student will be made available at the January 29th Special Topics meeting (date subject to change). After the shadowing experience, Pre-Practicum students are then required to turn in a 2 page reflection paper that addresses the following questions: 1) What did you learn about the Practicum experience after shadowing and interviewing the Practicum student? 2) What questions remain regarding Practicum?

#### **Pre-Practicum**

As part of the first-year, classroom-based Pre-Practicum experience, students are required to continue to volunteer within a public school setting for at least three hours a week during the Spring semester. The Pre-Practicum experience will be evaluated by both the site (teacher) supervisor and the campus (faculty) supervisor using the *Pre-Practicum Professional Standards Evaluation (see attached.)* The following description and expectations of the Pre-Practicum experience were sent out to participating schools:

"All SPSY 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 SPSY students are engaged in a three-year graduate program that will result in them being licensed as school psychologists. The goals of the SPSY 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. As part of a required class, SPSY Pre-Practicum students will be supervised by Lewis and Clark program faculty. Classroom teachers working with a Pre-Practicum student will be asked to maintain helpful communication with the student, provide guidance for the tasks to be accomplished (see list below), and provide a brief, one-page, mid-term and final evaluation for the student. With the assistance and support of a classroom teacher, first year SPSY Pre-Practicum students will fulfill the following expectations":

- 1) Volunteer within the classroom for at least 3 hours per week through April
- 2) Provide individual or small groups instruction in curricular areas such as reading and math

- 3) Assist in behavioral interventions or classroom management processes
  - 4) Become familiar with school/district curriculum for math and reading
  - 5) Assist in other settings within the school setting such as recess or lunch settings
  - 6) Observe school and instructional processes and practices
  - 7) Assist in instructional classroom-based activities and less with tasks such as copying or stapling
- Students will be rated by their site supervisor at the end of the semester using the **Professional Standards Rubric** which will be distributed during the first week of class.

### **Weekly Pre-Practicum Reflections (75 points, 5 each)**

Students will write a 1 page reflection paper, each week of their Pre-Practicum experience. Pre-Practicum reflections should include, but are not limited to, a discussion of:

1. The types of activities you were involved in, or observed
2. Personal strengths and challenges you faced, as well as those of the teacher and/ or students
3. Things you might do differently in the future
4. Hours on site: include both 'per week' and a running total

### **Weekly Reading Reflections (70 points, 10 each)**

Each student will write a 1.5 to 2 page reflection paper on the Reading assigned each week. Reading Reflections should include, but are not limited to:

1. Summary/discussion of the content
2. Application to your role/development as a school psychologist or to the field, in general
3. What you found most interesting or would like to know more about

**NOTE: All papers and reflections turned into SPSY 503 should be double spaced, using a one inch margin and 12 point font.**

**All Pre-Practicum Site and Reading reflections are due at the beginning of each class.**

### **Class Papers**

Students are expected to turn in three papers during the semester on the following topics:

**Paper 1: Knowledge and Questions of School Psychology Practice (2 pages)      20 points**  
The focus of this paper addresses what you learned about the profession in 502 & what is still to be learned

**Paper 2: Wrap Around Supports in School Psychology (3 pages)      20 points**  
The focus of this paper addresses a particular metro agency or support organization for children & families

**Paper 3: Comprehensive Research Paper (10-12 pages)      50 points**  
The focus of this paper culminates your research in SPSY 502/503 on a selected topic in School Psychology

During Spring semester, students will complete the formal writing portion of the **Comprehensive Paper** - Please refer to Fall Semester SPSY 502 syllabus for description of paper overview, format and substance. A hard copy draft is due Feb. 23rd. Additionally, students will prepare a 1 page handout (hard copy) for the cohort and make a brief 10 minute presentation discussing your findings and the outcome applications to the field and/or your role as a School Psychologist. Presentations: 3/23 thru 4/20

All papers will be graded for content and substance. Students are also expected to: 1) use accurate spelling, punctuation, and grammar in communicating ideas; 2) use clear and effective written construction for meaning at all levels (sentence, paragraph and whole paper with transitions between each provided; 3) include the following three, well-articulated sections for each paper:

- 3a) Opening: In the opening paragraph describe what you intend to discuss in the paper and why.

3b) Body: In a series of paragraphs, include both conceptually framing information and specific descriptive examples that address the content and topic of the paper.

3c) Closing: Summarize what you have covered in the paper and, when appropriate, describe what you have learned as a professional.

**Class Presentations (10 points each)**

During the Spring semester each student will make two presentations to the class. Presentation format will be a brief synopsis of Paper 2 (Wrap Around Supports) and Paper 3 (Comprehensive Paper). Presentations will be evaluated in relation to the following rubric: **(2 points per item)**:

- 1) Student demonstrates the ability to concisely present complex information without oversimplification
- 2) Student presents both conceptually framing information as well as specific, descriptive examples
- 3) Student demonstrates helpful and congruent communication, both verbally and nonverbally
- 4) Student presents in a professional and respectful manner with relation to content, issues of diversity, and the audience
- 5) Student demonstrates a grasp of the material, reflective of an appropriate amount of research and reading

**SPSY 503 GRADING SUMMARY**

<b>ASSIGNMENT</b>	<b>POINTS</b>
<b>SPSY 503 Professional Standards Evaluation (503 faculty supervisor)</b>	
Professional Standards Rubric. (mid-term)	10
Professional Standards Rubric (final)	10
<b>SPSY 503 Professional Standards Evaluation (503 site teacher supervisor)</b>	
Professional Standards Rubric (final)	10
<b>SPSY 503 Class Papers</b>	
Paper 1: Knowledge & Questions of School Psychology Practice	20
Paper 2: Wrap Around Supports in School Psychhology	20
Paper 3: Comprehensive Research Paper	50
Shadowing Experience Reflection Write-up	20
<b>SPSY 503 Class Presentations</b>	
Paper 2: Wrap Around Supports in School Psychology with 1 pg. handout	10
Paper 3: Comprehensive Research with 1 pg. handout	10
<b>SPSY 503 Weekly Assignments</b>	
Weekly Class Participation [3 points each]	45
Weekly Site Write-Up [5 points each]	75
Weekly Reading Write-Up [10 points each]	70

**WEEKLY CLASS STRUCTURE**

SITE UPDATE guidelines:

"What have you seen a teacher do well/be challenged by this week?" (approx. 30 minutes)

"I noticed I have strengths in \_\_\_\_\_;I am challenged by \_\_\_\_\_."

STUDENT DISCUSSIONS, PRESENTATIONS & FEEDBACK (approx. 1 hour)

BREAK (approx. 15 minutes)

PROFESSOR DISCUSSION ON READINGS & SPECIAL TOPICS (approx. 1 hour)

WRAP-UP/LOOKING AHEAD (approx. 15 minutes)

**NASP Domains of School Psychology Training and Practice in the SPSY Program**

The School Psychology Program at Lewis and 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. (Domains with an asterisk are the focus of Spring semester. The remaining Domains were the focus of Fall semester and will be integrated into the curricula of Spring semester.)

#### **\*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.

### **Pre-Practicum Professional Standards Evaluation** **LC-SPSY First Year CCE: KA 7.1 Professional Standards Rubric**

This evaluation assesses LC-SPSY First Year Candidates knowledge, skills and dispositions in the areas of *Ethical and Respectful Behavior, Communication and Professionalism, and Openness to Learning and Self Awareness.*

#### **Rating Scale:**

N—No Opportunity to observe    0—Does not meet criteria    1—Meets criteria minimally/Area for growth  
2—Meets criteria appropriately for program/practice level    3—Meets criteria exceptionally/Area of strength



1	The candidate demonstrates ability to understand and apply ethical and legal requirements and professional standards.	N	0	1	2	3
2	The candidate respects and values cultural, familial, and individual differences, including those involving age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2	3
3	The candidate relates to peers, professors, supervisors and others in a respectful, ethical and professional manner that is consistent with program mission and standards.	N	0	1	2	3
4	The candidate recognizes the boundaries of her/his particular competencies and the limitations of his/her expertise and takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
5	The candidate is thoughtfully and effectively engaged in courses, and in the overall curriculum and program and contributes positively	N	0	1	2	3
6	The candidate consistently shows strong and effective skills in verbal, nonverbal, and written communication.	N	0	1	2	3
7	The candidate is consistently organized and manages time well.	N	0	1	2	3
8	The candidate follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2	3
9	The candidate identifies with the profession of school psychology, conducts oneself in a professional manner (appearance, attitude, communication, etc).	N	0	1	2	3
1	The candidate takes initiative, is dependable and responsible, and is concerned with their own professional growth	N	0	1	2	3
1	The candidate demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors and is able to give such feedback respectfully	N	0	1	2	3
1	The candidate exhibits appropriate levels of self-assurance, confidence, and trust in one's own ability and balances this with a healthy sense of humility and openness to learning	N	0	1	2	3
1	The candidate demonstrates a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own in relationship with peers and others in supervisory or instructional positions.	N	0	1	2	3
1	The candidate considers the impact of her/his actions on the well being of others and the group (e.g., cohort, program, agency) as a whole.	N	0	1	2	3
1	The candidate demonstrates appropriate emotional self-regulation in interpersonal relationships with supervisors, faculty, peers, and others.	N	0	1	2	3
1	The candidate demonstrates an ability to appropriately monitor the use of technology in personal and professional contexts.	N	0	1	2	3

**Comments and Goals for Future Development:**

Assignments, Readings, Special Topics  
& Presentations

Class 1: January 12th	<p>Overview of Course Syllabus Site updates</p>
Class 2: January 19th (Paper 1 Due)	<p>2.1 Data-Based Decision Making &amp; Accountability Merrell: Chapters 1 &amp; 2 (review); Chapters 7 &amp; 8 (focus) SPSY 502 Presentations (5) Special Topics: Hanson: Why Do We TEST? Part 1</p>
Class 3: January 26th	<p>2.2 Consultation &amp; Collaboration Merrell: Chapter 6 (review); Chapter 11 (focus) Site updates/Reading application Special Topics: Hanson: Why Do We Test? Part 2</p>
Class 4: February 2nd	<p>2.6 Preventive &amp; Responsive Services Merrell: Chapters 9 &amp; 10 (focus) Student Presentations (4) Special Topics: Hanson: School Age Transitions</p>
Class 5: February 9th	<p>2.7 Family-School Collaboration Services Merrell: Chapter 3 (review) Student Presentations (4) Site updates/Reading application Special Topics: Hanson: Pre-School/K-1 screenings</p>
Class 6: February 16th	<p>2.9 Research and Program Evaluation Merrell: Chapter 12 (focus) Special Topics: Linda Woolley: A Principal's Perspective</p>
Class 7: February 23rd (Draft Research Paper due) Hard Copy	<p>Individual Supervision Meetings (No Class Meeting) mid-term Professional Standards &amp; goals review  NASP attendees: Please make arrangements with me</p>
Class 8: March 2nd	<p>Course Needs Assessment In-Field Domain 2.1-2.5 Application (small/large group) Student Presentations (4) Special Topics: NASP HIGHLIGHTS</p>
Class 9: March 9th	<p>In-Field Domain 2.6-2.10 Application (small/large groups) Student Presentations (4) Special Topics: Hanson: Memory &amp; Learning</p>
Class 10: March 16th	<p>Student Presentations (2)</p>

Comprehensive Research Presentations (2)  
Special Topics: Hanson: OAR's Disability Categories/Criteria &  
the Exceptional Child Part 1

Class 11: March 23rd      In-Field Domain Application (small groups)  
Comprehensive Research Presentations (4)  
Special Topics: Hanson: OAR's Part 2

March 30th                      SPRING BREAK - NO CLASS

Class 12: April 6th              Becoming & Working as a School Psychologist  
(Shadow Paper Due) Merrell: Chapters 4 & 5 (review)  
Large group reading discussion/Q&A  
Comprehensive Research Presentations (4)

Class 13: April 13th              Moving the Field of School Psychology Forward  
(Site eval. Due) Merrell: Chapter 13  
(All papers due) Large group reading discussion/Q&A  
Comprehensive Research Presentations (4)

Class 14: April 20th              Class Evaluations (In Class)  
Comprehensive Research Presentations (4)  
Individual Supervision Meetings

Class 15: April TBA              Individual Supervision Meetings (No Cohort Meeting)