

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

Please attach completed cover sheet to course syllabus.

Course Name	Intro to School Psychology I
Course Number	CPSY 507
Term	Fall 2009
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:

(please check box to indicate which guiding principles/standards from the Conceptual Framework are addressed in this course)

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

Authorization Levels (for TSPC-approved programs only):

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

*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).

COURSE SYLLABUS COVER SHEET
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Course Name	<u>Introduction to School Psychology I A</u>
Course Number	<u>CPSY 507</u>
Term	<u>Fall, 2009</u>
Faculty Name	<u>Ruth Gonzalez, PhD, NCSP</u> <u>503-768-6068</u> <u>Rogers Hall #433</u> <u>Gonzalez@lclark.edu</u>

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>Teaching Approaches</u> Engage students and school personnel in meaningful learning experiences responsive to individual differences, interests, developmental levels, and cultural contexts.	X
<u>Connection to Community</u> Design educational activities that cultivate connections between learners and their communities and region.	X
<u>Educational Resources</u> Incorporate a wide range of teaching and technological resources from the school and community into experiences that support learning.	X
<u>Assessment</u> Assess, document, and advocate for the successful learning of all students and school stakeholders.	X
<u>Research and Reflection</u> Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.	X
<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.	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
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
Lewis & Clark College
Graduate School of Education and Counseling

Course Name	Introduction to School Psychology
	CPSY 507-01
Term	Fall, 2009
Department	Counseling Psychology
Meeting Information	Saturdays, 9:00 am -12:00 am Sept. 12, 26; Oct.17,31; Nov. 21
Faculty Name	Ruth Gonzalez, PhD, NCSP
Phone/E-mail	303-768-6068 Gonzalez@lclark.edu
Office	Rogers Hall #433 Office Hours: by appointment

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.

Course Goals and Objectives:

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.

Course Calendar:

We will meet from 9:00-12:00 five times during the fall semester; see page 2 for a schedule of classes and readings.

Course Requirements:

Students will spend twenty hours in the public schools, observing and interviewing various specialists. Students will write a log/reaction paper.

Students are expected to be at every class, to be on time, and to be prepared with comments for class.

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

Students are expected to participate in class discussions and write a reaction paper to presentations by guest speakers.

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

Students will begin a series of receiving personal counseling (4 hours this semester; 6 in the spring) and participate in two 12-step programs.

Students will complete the Praxis I or alternate.

Grading:

Your paper documenting your observation hours is worth 40% of your grade. Class attendance, timeliness and participation is worth 20% of your grade; your topic presentation and the paper on the school psychologist panel will each be worth 10% of your grade. . Each other item (professional development file, personal counseling, 12- step programs, and Praxis I completion) will each be worth 5% of your grade.

Attendance/participation: If a student is tardy, 1 of 4 points that day will be lost; if a student misses a class, all 4 points for that day will be lost. If one class is missed, the student will read, summarize, and comment on an article from a juried school psychology journal. The student will also interview and copy class notes from two other students. If two classes are missed, the student will not pass the class.

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

Bibliography:

Required text: 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. Communique.

National Association of School Psychologists. School Psychology Review.

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

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.

Schedule:

Date:	Due:	Topics:
Sept. 12, 2009	Bring Program Handbook and First Year Handbook	Overview Handbooks and Syllabus History and Practice of School Psychology Essay on roles and competencies of school psychologists Discuss 12-step programs and personal counseling requirements.
Sept. 26, 2009		Models of school psychology practice Cultural and Diversity Issues in the schools Credentialing in School Psychology
Oct. 17, 2009	Bring notes from the first of your observation hours and a plan for the rest of the hours.	Panel of School Psychologists Discuss Observations/Interviews Roles of School Psychologists in Assessment and Intervention
Oct. 31, 2009	Topical Presentations Reaction paper about Oct. 17 panel	Roles of School Psychologists in Emotional and Behavioral Health Discuss observations/Interviews School Psychology Ethics and Legal Considerations Topical Presentations
Nov. 21, 2008	Proof of Completion of PraxisI, 12-step meetings, 4 hours of personal counseling ReactionPaper/Log of 20 hours of Observation/Interviewing Professional Development File including File of Resources Course Evaluation	Individual Meetings with Instructor Discuss observations/Interviews Topical Presentation

Addenda: Grading Guidelines:

Topical Presentation (10% of your grade)

Oral Presentation:

- Engaged others' attention
- Correct use of time
- Well-rounded explanation of the issue/problem
- Organization

Written Presentation

- Easy-to use interventions suggested
- APA-style citation(s)

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 4 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.

Reaction Paper to School Psychology Panel Discussion

A one-page summary of what you heard and your reaction to the issues raised.

Praxis I or Alternate

A signed statement from you stating when and where you took the test and what your scores are.

Professional Development File

A statement from you listing what is in your SP PDF so far: (resume, goals, letters of recommendation, topics, references)

Observation/Interviewing Hours

- Documentation of time/date/place of each observation
- Description of the activity
- Your reaction.

First Semester Required:

- Regular Elementary Academic Classroom
- Regular Middle or HS acad. Classroom
- Special Ed. Class for minimal needs
- Interview with school psychologist

Optional:

- Speech/Language therapy
- Staffing/placement meeting
- Staffing/planning meeting
- Interview administrator
- Interview: parent
- Interview school counselor
- Special Ed. class for moderate needs
- OSPA meeting or conference
- Assmt observations: cog, sp/l, acad.
- At-risk team meeting
- Consultation meeting with parents
- Consultation meeting with teachers
- Other

Attendance:

Sept. 12 Sept. 26 Oct. 17 Oct.31 Nov. 21