

Lewis & Clark College
Graduate School of Education and Counseling
School Psychology Program
Fall/Spring Semester 2018-19

SPSY 576
School Psychology Colloquium



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Time and Place

Dates: October 5, 2018; November 2, 2018; February 1, 2019; April 5, 2019

Day and Time: Friday 01:00PM - 05:00 PM

Location: Graduate School Chapel

Required Text

Chapters related to the colloquium them and presentations will be assigned from the Best Practices in School Psychology four volume series: Harrison, P. L., & Thomas, A. (2014). *Best practices in school psychology*. Bethesda, MD: National Association of School Psychologists.

Other readings may be assigned and will be available online

Catalogue Description and Course Goals

A Colloquium is an academic seminar on a broad field of study, usually led by a different lecturer at each meeting. This Colloquium will be focused on the broad field of School Psychology, and all candidates across all three cohorts of the school psychology program are required to attend in order to address, together, relevant topics of the profession that concern us all. The Colloquium meets four times per academic year, with a different topic as the focus for each meeting. These four topics include: (1) Issues in Practicum and Internship Supervision; (2) Variations of the Practice of School Psychology; (3) Alumni Relations and Mentorship; and (4) Cross-Professional Collaboration.

The School Psychology Colloquium challenges school psychology candidates to address issues of concern across all three cohorts while simultaneously providing mentorship across these cohorts through conversation, guidance, and shared information. Course goals for participants include:

- a. Engaging with the data, research and theory regarding topics of shared concern in the field of school psychology
- b. Gaining an understanding of the practices of mentorship, supervision and on-going professional development in the field of school psychology
- c. Gaining an understanding of the variation and different forms of practice within the field of school psychology at the local, national and international level.
- d. Engaging with related professionals in the field of education regarding topics of shared concern in an effort to better differentiate and integrate as working professionals.

Course Assignments and Expectations

Course Attendance, Participation, and Professional Standards

Because of the importance of in-class time together in this colloquium, regular and timely class attendance and engaged participation are expected and will be assessed and feedback will be provided. Missing more than one class period during the term may result in an incomplete or failing grade for the class. Please contact the professor prior to class or due dates regarding any absences from class or problems with assignment deadlines. Any missed class time of significance will require a **standard make-up assignment**, due at the following meeting: An additional 3-5 page paper in which you describe what you learned from interviewing two or more individuals who attended the class time you missed as well as additional relevant readings on the week's topic that you chose.

Please notify the instructor of any special learning considerations in relation to the American Disabilities Act that will need to be taken into account. *If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

Course Professional Standards Rubric

This evaluation assesses candidate professional engagement in the course in the areas of *Ethical and Respectful Behavior, Communication and Professionalism, and Openness to Learning and Self Awareness*. The course instructor will circle a rating next to each standard based on candidate performance and include comments and goals for professional development as part of the evaluation of candidate performance for this course.

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 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
2	The candidate demonstrates a capacity for openness to points of view, theories, experiences and perspectives in the course that may differ from their own.	N	0	1	2	3
3	The candidate relates to peers, professors, supervisors and others in a respectful, ethical and professional manner in the course that is consistent with the department's mission and standards.	N	0	1	2	3
4	The candidate is thoughtfully and effectively engaged in the course and is timely with assignments and class attendance and consistently shows strong and effective skills in verbal, nonverbal, and written communication.	N	0	1	2	3
5	The candidate follows professionally recognized conflict resolution processes and demonstrates appropriate emotional self-regulation regarding interpersonal relationships in the course.	N	0	1	2	3
6	The candidate demonstrates the ability to receive, integrate and utilize feedback from peers and the instructor and is able to give such feedback respectfully in the course.	N	0	1	2	3
7	The candidate demonstrates an ability to appropriately monitor the use of technology in relation to the course.	N	0	1	2	3

Comments and Goals for Future Development:**Colloquium Topic Papers**

Candidates are required to write a Topic Paper for each Colloquium session. These brief, one-page papers will reflect on the course readings, discussions, and presentations. Papers should have clear and effective use of spelling, punctuation, and grammar in communicating ideas.

Course Assignment Point Totals

Course Attendance, Participation, & Professional Standards	20 points
Topic Paper (Session 1)	20 points
Topic Paper (Session 2)	20 points
Topic Paper (Session 3)	20 points
<u>Topic Paper (Session 4)</u>	<u>20 points</u>
Total possible points	100 points

95-100 = A, 90-94 = B, 85-89 = C (see grading policy in program handbook)

Colloquium Outline by Session

*note: this schedule is subject to change at the instructor's discretion

<p>Session 1 Oct 5, 2018</p>	<p><u>Colloquium #1</u> Topic: (part 1) Disabilities and Social Justice Advocacy, (part 2) Supervision in Schools</p> <p><u>Assignment</u> Topic Paper Due 10/12/18</p>
<p>Session 2 Nov 2, 2018</p>	<p><u>Colloquium #2</u> Topic: Legal Issues in School Psychology</p> <p>Important! The school psychology program is collaborating with Center for Community Engagement (CCE). In order to participate, students must register through the CCE website and choose the no cost option. https://graduate.lclark.edu/live/events/288044-legal-issues-in-school-psychology</p> <p><u>Assignment</u> Topic Paper Due 11/9/18</p>
<p>Session 3 Feb 1, 2019</p>	<p><u>Colloquium #3</u> Topic: Alumni Relations and Mentorship</p> <p><u>Assignment</u> Topic Paper Due 2/8/19</p>
<p>Session 4 Apr 5, 2019</p>	<p><u>Colloquium #4 topics</u> Topic: Disabilities services and social justice</p> <p><u>Assignment</u> Topic Paper Due 4/11/19</p>