

Lewis & Clark College
Graduate School of Education and Counseling
School Psychology Program
Fall/Spring Semesters 2019-20

SPSY 576

School Psychology Colloquium



Contact

Peter Mortola, Ph.D.

Office: Rogers Hall 323, Phone: (o) 503 768 6072

Email: pmortola@lclark.edu

Time and Place

Friday, September 27th, 2019 — 01:00PM - 05:00PM, Graduate School Chapel

Friday, November 1, 2019 — **09:00AM - 12:00PM**, Graduate School Chapel

Friday, February 7, 2020 — 01:00PM - 05:00PM, Graduate School Chapel

Friday, April 10, 2020 — 01:00PM - 05:00PM, Graduate School Chapel

Required Text

Best practices in school psychology VI: Washington, DC: National Association of School Psychologists.

Other readings as assigned in syllabus and 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 SPSY 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. 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 fields of education and psychology regarding topics of shared concern in an effort to better differentiate and integrate as working professionals.

Course Attendance, Participation, and Professional Standards

The SPSY Colloquium course is a requirement of all students in the SPSY School Psychology Program (First and Second Year students must register for the course. Interns do not register, but it is a requirement of Internship supervision course). Because of the importance of in-class time together in the 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 year 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:

Course Outline by Session

<p>1</p> <p>Sept 27</p> <p>1pm-5pm</p>	<p>Colloquium topic: Cohort Mentoring and Evolving Professional Roles</p> <ul style="list-style-type: none"> • Welcome Overview of the Year in Colloquium • New Student Introductions • Committee Announcements • Cross Cohort Mentoring Groups: <ol style="list-style-type: none"> 1) How could you introduce yourself by interest and activities? 2) What advise would you give to the you that was sitting in the other cohort last year? 3) What can other cohorts expect this year and what would you pass along that might be helpful? • Panel of SPSY Faculty: <ol style="list-style-type: none"> 1) How did you develop professionally into your current role? 2) What did you have to do to get there? 3) How can you grow as a professional this year and what smart goal can you set around it?
<p>2</p> <p>Nov 1</p> <p>9am-12pm</p>	<p>Colloquium topic: Special Education Law</p> <ul style="list-style-type: none"> • Graham Hicks (Sped Law) Beaverton Attorney • CCE manages set up and community enrollment • SPSY students must register
<p>3</p> <p>Feb 7</p> <p>2pm-5pm</p>	<p>Colloquium topic: Alumni Relations and Mentorship</p> <p><u>2:00-3:00 pm:</u> Alumni/student mentoring: Sharing knowledge and mentorship</p> <p><u>3:00-4:00 pm:</u> School psychology practice panel: Views from varying districts</p> <p><u>4:00-5:00 pm:</u> Social hour: Mixing with alumni</p>
<p>4</p> <p>Apr 10</p> <p>1pm-5pm</p>	<p>Colloquium topic: Guest Speaker and Internship Graduation Ceremony</p> <ul style="list-style-type: none"> • Guest Speaker: TBA • Internship Graduation Ceremony • Committees for next year

Bibliography

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Ortiz, Samuel O. (2008). Best Practices in School Psychology V: Best Practices in Nondiscriminatory Assessment Practices. National Association of School Psychologists. [ISBN 978-0-932955-70-8](#).

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