

**Lewis & Clark College**  
**Graduate School of Education and Counseling**  
**School Psychology Program**  
**SPSY 576**  
**School Psychology Colloquium**  
Spring Semester 2021

Instructors:

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**Class Time and Place**

Dates: March 5, 2021 and April 9, 2021

Day and Time: Friday 1:00PM - 5:00 PM

Location: Online

**Zoom Link:** <https://zoom.us/j/3127952075>

**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.

### **2020-21 Theme: Disability Studies and School Psychology**

What is dis/ability? How is the concept of disability constructed? How has special education served to benefit and harm students with disabilities? How does dis/ability interact with race, gender, and other identities for students in schools? Throughout this year, we will follow the theme of disability studies, with a goal of critically examining disability services in our country and our schools.

### **Required Readings**

Assigned readings will be available through Watzek library or distributed via Moodle or email. See the outline below for specific readings/activities due before each class period.

### **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. Missing more than one class period during the term may result in an incomplete or failing grade for the class. Please contact the professors 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 make-up assignment. It is the student's responsibility to reach out to the instructors regarding the details of the assignment.

### **Course Assignments and Grading**

To receive credit for the course students will complete assignment readings and/or activities prior to each class session, will attend each class session, will participate, and will complete a reflection following each class session.

*Reflections:* The reflections will be submitted to Moodle and are due 1 week after each colloquium meeting.

Reflections should be approximately 1 page, single spaced. Reflections should include (1) What have been your major points of learning from the material that you have taken in (readings, videos, etc) along with your in class time? and (2) What will you challenge yourself to do to continue your learning and knowledge?

**Student Support Services:** *If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-768-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.*

## **Colloquium Outline by Session**

### **Colloquium #3.**

**Date & Time:** Friday March 5, 2021 1:00-5:00

**Topic:** Legal Issues in Disability Rights and Advocacy

**Guest Presenter:** Diane Wiscarson

#### **Prior to Class**

**Read:** Spend time prior to class reviewing some of the many resources related to Parent Advocacy on the Wrightslaw Website <https://www.wrightslaw.com/info/advo.index.htm>

**Explore:** Read Diane Wiscarson's bio and explore her website <http://wiscarsonlawpc.com/>

**Submit Questions:** After having explored the Wrightslaw website and Diane Wiscarson's website and bio, please write 3 questions you would like to ask Diane when she comes to speak on March 5th. **Questions are to be submitted by Friday, 2/26/2021 via this Google Form.** <https://forms.gle/1ttAbOpgyNyF7mNB8>

**Reflect:** How will you integrate the information you have learned, specific to parent advocacy and rights, into your practice as a school psychologist? What specifically about that parent perspective would you like to keep at the forefront of your practice when working with children and families? Does anything stand out that might be different or in contrast to the school district perspective?

### **Agenda**

**1:00-3:00** Guest presentation by Diane Wiscarson

**3:00-3:15** Break

**3:15-4:30** Breakout room reflection and discussion

**4:30-5:00** Community Building

**Following class.** Submit your response to the following prompts in moodle, due 1 week after the colloquium

1. What have been your major points of learning from the material that you have taken in (readings) along with your in class time?
2. What will you challenge yourself to do to continue your learning and knowledge?

### **Colloquium #4.**

**Date & Time:** Friday April 9, 2021 1:00-5:00

**Topic: Voices of people with disabilities; Exploring intersectionality; Attitudinal and structural components of ableism**

#### **Prior to Class**

**Watch:** Please watch this video on Disability and the Media (<https://vimeo.com/441062248>). If you have watched this video already, you can choose between watching it again or selecting other videos/interviews with people with disabilities (see Padlet for examples).

**Explore:** Spend time reviewing the resources shared on Padlet that have been compiled throughout the year (and continue to add resources that you find)

<https://padlet.com/ediamond21/v1ak3a8dyp8yhisc>

**Reflect:** Prior to class review your prior three reflections that you submitted for this course. Reflect on your reflections. What still holds true and what may have changed? Have you made progress on the goals that you outlined for yourself? What are your ongoing goals moving forward? How will you continue to grow in this area? From the first colloquium: How can you incorporate more voices of people with disabilities? As school psychologists we do a lot of speaking for people. How can you bring other voices to the table?

**Agenda****1:00-3:00 Small Group Discussions****3:00-3:15 Break****3:15-5:00 Graduation Activity**

**Following class.** Submit your response to the following prompts in moodle, due 1 week after the colloquium

1. What have been your major points of learning from the material that you have taken in (readings) along with your in class time?
2. What will you challenge yourself to do to continue your learning and knowledge?

**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:**