

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

Instructors:

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Class Time and Place

Dates: September 24, 2021; November 5, 2021; February 4, 2022; and April 8, 2022

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

Location: Online Fall 2021; Spring 2022 TBD

Zoom Link: <https://zoom.us/j/98840181639>

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.

2021-22 Theme: Self-Care and the Role of the School Psychologist

Required Readings

Assigned readings will be available through Watzek library or distributed via Moodle or email or linked below in the syllabus. 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. Specific reflections prompt are listed below associated with each colloquium.

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 #1.

Date & Time: Friday September 24, 2021 1:00p-5:00p

Topic: Burnout Prevention

Prior to class

Read: Guiney, M. (2019). *The school psychology supervisor's toolkit* (Consultation, supervision, and professional learning in school psychology). New York, NY: Routledge. [See [Chapter 9: Preventing Burnout Through Self-Care](#)]

Comerchero, V. (2015, January). [Vicarious trauma](#): Risk factors, symptoms and coping strategies. *The School Psychologist*, 69, pp. 206.

Listen: Psychologists Off the Clock podcast episode: [207. Burnout](#)

Explore: Spend some time exploring various social media platforms and read content posted regarding burnout, self-care for school psychologists, and related self-care hashtags. For example:

People to follow: school__psyched, resilient_counselor

Hashtags: #selfcare, #burnout, #burnoutprevention,

Assess: Complete this self-assessment on self-care: https://www.mentoring.org/wp-content/uploads/2020/03/MARCH_2015_Self_Care_Assessment.pdf

Share: Add resources to our course Padlet:

<https://padlet.com/ediamond21/99kxzm18hzy5a1pu>

Reflect: What does self-care mean? What is the importance of self-care in relation to burnout prevention? What self-care strategies do you plan to employ this year? What accountability practices do you have in place? (We encourage you to write out your reflection to come prepared to class to discuss but you will not be turning this in).

Agenda

1:00-1:20 Welcome and Course Overview

1:20-2:00 Small group introductions and discussion

- Practicum and Intern students introduce yourself, where you are completing your placement and something you are doing with your school site
- Incoming students introduce yourself, something you were doing professionally prior to joining the program
- Everyone: What is your why? What are you excited about? Nervous about? If time and money weren't a factor, what would you be doing if you weren't training to become a school psychologist?

2:00-2:15 Break

2:15-3:15 Burnout and Self-Care in School Psychology

3:15-3:30 Break

3:30-3:40 Self-reflection/challenge: How will you know if you are headed or arriving at burnout? Identify your own signs of burnout. How can you proactively prevent burnout? Identify strategies to implement this year to help prevent burnout. How can you retroactively engage in restorative self-care? What challenges do you see for implementing self-care and recognizing burnout?

3:40-4:00 Share out reflection/challenge in small groups

4:00-5:00 Community Building Social

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

1. From your self-reflection/challenge, create a self-care plan. Identify three strategies to prevent burnout and identify three self-care strategies to implement when you are in need of restoration. If you do not yet have effective self-care strategies, how do you plan to go about developing them? How will you be accountable for implementing your self-care?

Colloquium #2.

Date & Time: Friday November 5, 2021 1:00-5:00

Topic: Alumni Event; Self-Care and the Role of the School Psychologist

Prior to Class

Read: [NASP \(2020\). Stress, self-care, and developing effective support systems.](#)

Listen: [NASP podcast Solutions to Prevent Burnout](#)

Explore: Explore the websites of local school districts to learn more about districts that you might be interested in for practicum/internship. Come prepared with questions to ask alumni.

Reflect: What questions do you have for practicing school psychologists about burnout prevention, self-care, wellness, and the role of the school psychologist?

Share: Add resources to our course Padlet:

<https://padlet.com/ediamond21/99kxzm18hzy5a1pu>

Agenda

1:00-1:10 Welcome

1:10-1:50 Discuss article and momentum toward goals

1:50-2:00 Break

2:00-2:10 Welcome Alumni and Introductions

2:10-3:10 “Speed mentoring” (what prompts used last year) use breakout rooms and move alumni to the next room while students stay in the same room.

3:10-3:20 Break

3:20-4:00 Panel. Approx. 5 alum to speak for about 5-10 minutes on a specialization or unique program

4:00-5:00 Networking

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

1. What is your next step in your career development? What were your takeaways from the alumni event? Describe your next step action item in detail. (E.g., do you need to do more research, draft a networking email, learn more about working with a particular population, etc.)
2. Look back at your self-care goals from the first colloquium. Reflect on your progress and whether you need to make any adaptations to meet your wellness goals.

Colloquium #3.

Date & Time: Friday February 4, 2022 1:00-5:00

Colloquium #4.

Date & Time: Friday April 8, 2022 1:00-5:00

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: