

Lewis & Clark College
Graduate School of Education and Counseling
School Psychology Program
Spring Semester 2017

SPSY 576

School Psychology Colloquium



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Time and Place

January 27th and April 7th 2017

Friday 1:00PM - 5:00PM

Graduate School Chapel

Required Text

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

Other readings and resources regarding current events and related topics for each session will be made available by the course instructors prior to or during each class session.

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. Topics can 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 (20 points)

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. Please notify the instructor of any special learning considerations in relation to the American Disabilities Act that will need to be taken into account. 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.

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 Reflection Papers (20 points each)

Candidates are required to write a Reflection Paper, due by the end of the week following each meeting, for week.

These 2-3 page papers reflecting on the course readings, discussions, and presentations will include all aspects of the following *Reflective Paper Grading Guidelines*.

Colloquium Reflection Papers Grading Guidelines

Writing helps better integrate your thoughts, feelings and actions regarding both your personal and professional development, specifically regarding the content of the course. Good writing reflects a conscientious and sustained effort to make clear and visible your thoughts and feelings about a topic and how you should act as a consequence of these reflections. Clear writing is a result of an iterative and editorial process. Please strive to meet the following standards set for the writing assignments in this class.

1. Author uses clear and effective use of spelling, punctuation, and grammar in communicating ideas. Paper is typed. Spacing between lines is 1.5. Paper is preferably printed double-sided. Each paper is approx. 2-3 pages long. (2 points)
2. Author uses clear and effective construction for meaning at all levels (sentence, paragraph and whole paper) with helpful transitions between each provided. (2 points)
3. All sections of the paper described below are present and well-articulated (within and between):
 - b. Opening (2 points)

Include name and project number. Describe what do you intend to address in this paper.
 - c. Body (12 points)
 1. Include substantial quotations pulled from at least two class readings or taken from the presentations and discussion for the week (two to four quotes total, at least 40 words or more, indented ½ inch).
 2. Describe what interested you about the quotations and how they are related in your thinking.
 3. Detail whether you agree with the thinking in the quotes or not and explain in what ways they may be helpful and applicable (or not) in your work as a school psychologist.
 - d. Closing (2 points)

Describe the ways in which your thinking about the profession and practice of school psychology is becoming more complex or has been challenged by this week’s readings and class discussions. How might your personal or professional actions change as a result?

Course Assignment Point Totals

Course Attendance, Participation, & Professional Standards	20 points
Reflection Paper (Session 3)	20 points
Reflection Paper (Session 4)	20 points
<u>Advocacy and Action Group Assignment and Presentation</u>	<u>40 points</u>
Total possible points	100 points

Course Outline by Session

	Colloquium Topics/Readings/Assignments
Jan 27 2017	<p><u>Colloquium topic</u> Alumni Relations and Mentorship</p> <p><u>Readings</u> Research local districts and come prepared with written questions for school psychologists regarding (1) their role in the district, (2) services/experiences specific to their district, (3) advice for early career school psychologists</p> <p><u>Assignment</u> Reflection paper (Session 3)</p>
Apr 7 2017	<p><u>Colloquium topic</u> Advocacy in Action</p> <p><u>Readings</u> Research specific to assigned Advocacy in Action topic assigned on Jan 27th colloquium session. Use a variety of sources relevant to assigned topic for a comprehensive presentation.</p> <p><u>Assignment</u> Advocacy in Action group presentation and handout Reflection Paper (Session 4)</p>

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.