

Lewis & Clark College  
Graduate School of Education and Counseling  
School Psychology Program  
Fall/Spring Semester 2017-18

## SPSY 576

# School Psychology Colloquium



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### **Time and Place**

October 6,, November 11, February 2, April 6,

Friday 01:30PM - 04:30PM

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 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 (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. 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 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 1)	20 points
Reflection Paper (Session 2)	20 points
Reflection Paper (Session 3)	20 points
<u>Reflection 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)

### Course Outline by Session

	Colloquium Topics/Readings/Assignments
<b>1</b> <b>Oct 6</b>	<p><u>Colloquium topic</u> Issues in Practicum and Internship Supervision</p> <p><u>Readings</u> Best Practices, Chapters 23, 24 and 33</p> <p><u>Assignment</u> Reflection paper (Session 1)</p>
<b>2</b> <b>Nov 11</b>	<p><u>Colloquium topic</u> Variations of the Practice of School Psychology</p> <p><u>Readings</u> Shane R. Jimerson, Thomas D. Oakland &amp; Rachel Yu (2010) Assessments, Interventions, and Conceptual Foundations Used by School Psychologists Around the World, International Institute of School Psychology – Research Brief 6.22.2010, Available online at <a href="http://education.ucsb.edu/jimerson/IISP/">http://education.ucsb.edu/jimerson/IISP/</a></p> <p>Shane R. Jimerson, Thomas D. Oakland, Tyler L. Renshaw, Skye Fraser, &amp; Matthew Ruderman (2010) Characteristics and Responsibilities of School Psychologists Around the World, International Institute of School Psychology – Research Brief 4.10.2010, Available online at <a href="http://education.ucsb.edu/jimerson/IISP/">http://education.ucsb.edu/jimerson/IISP/</a></p> <p>SHANE R. JIMERSON, MARY SKOKUT, SANTIAGO CARDENAS, HEATHER MALONE and KAITLYN STEWART (2008) Where in the World is School Psychology? Examining Evidence of School Psychology Around the Globe, Downloaded from <a href="http://spi.sagepub.com">http://spi.sagepub.com</a></p> <p><u>Assignment</u> Reflection paper (Session 2)</p>
<b>3</b> <b>Feb 2</b>	<p><u>Colloquium topic</u> Alumni Relations and Mentorship</p> <p><u>Readings</u> Best Practices, Chapters 16, 18 and 21</p> <p><u>Assignment</u> Reflection paper (Session 3)</p>
<b>4</b> <b>Apr 6</b>	<p><u>Colloquium topic</u> Cross-Professional Collaboration</p> <p><u>Readings</u> Best Practices, Chapters 12, 13 and 14</p> <p><u>Assignment</u> Reflection paper (Session 4)</p>

## **Bibliography**

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*Merrell, K. W., Ervin, R. A., & Gimpel, G. A. (2006). School psychology for the 21st century. NY: Guilford.*

*National Association of School Psychologists (July 15, 2000). Standards for Training and Field Placement Programs in School Psychology / Standards for the Credentialing of School Psychologists. [National Association of School Psychologists](#).*

*National Association of School Psychologists (2007). A Career in School Psychology: Selecting a Master's, Specialist, or Doctoral Degree Program That Meets Your Needs. Bethesda, MD: NASP. Retrieved on June 4, 2007 from [National Association of School Psychologists](#).*

*National Association of School Psychologists Research Committee (2007). Demographics of the profession of school psychology. Retrieved on December 29, 2007 from [University of California, Santa Barbara](#).*

*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](#).*

*Plotts, Cynthia; Lasser, Jon (2013). School Psychologist As Counselor: A Practitioners handbook. National Association of School Psychologists Publications*