

Lewis & Clark College
Graduate School of Education and Counseling
School Psychology Program
SPSY 576
School Psychology Colloquium
Spring Semester 2022

Instructors:

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Class Time and Place

Dates: February 4, 2022; and April 8, 2022
Day and Time: Friday 1:00 PM - 5:00 PM
Location: Online
Zoom Link: <https://zoom.us/j/94144279051>

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 prompts 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 #3.

Zoom Link: <https://zoom.us/j/94144279051>

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

Topic: Surviving and Supporting the School System

Prior to Class

Read. [Branstetter \(2021\). Four Surprising Ways to Prevent Burnout.](#)

[NASP \(2021\). Education Exhaustion Burnout Guidance at a Glance.](#)

Agenda

1:00-1:30 Welcome and Large Group

1:30-2:00 Small Group Part 1

- Introduce yourself, where you are completing your field work this term, identify one benefit/upside of coursework being virtual this month.
- Brainstorm and discuss strategies for infusing wellness into school systems. What types of mental wellness services and supports do we provide for students in schools? For staff? Think of strategies that can support either students and/or staff and/or the school community at large. Consider using an MTSS framework to consider the different levels of need and subsequent approaches to support.
- Use [Jamboard](#) to track your ideas

2:00-2:15 Break

2:15-2:45 Small Group Part 2

- Click through the Jamboard pages and review the ideas that other groups came up with. As a small group identify one activity/idea/strategy that resonates with you. You will now spend 20 minutes as a group working on an action plan on how to enact this idea at your school sites. This might include creating something to share/implement at a school site, or outlining all of the resources and materials needed to put something into place with a step by step guide on how to implement your plan in the future.
- Prepare to share your idea with the large group.

2:45-3:15 Large Group Share Out

3:15-3:25 Break

3:25-3:45 Small Group Part 3

- Self-reflection/challenge: How are you protecting yourself from burnout right now in graduate school as you navigate the ongoing challenges of the pandemic? How are you coping? What supports are available to you? Do you take advantage of them? How is your self-care plan from the fall going?
- Identify one actionable step to promote wellness in your own life that you will implement this week.

3:45-4:00 Final Share Out and Closing Remarks

Following Class. Submit your response to the following prompts in moodle, due 1 week after the colloquium: What actionable steps can you take this week or this month in promoting wellness in the school system? Or, if you are not yet in the school system, what ideas are you interested in implementing? What actionable steps can you follow to promote wellness in your life?

Colloquium #4.

Zoom Link: <https://zoom.us/j/94144279051>

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

Topic: Thriving!!!

Prior to Class

Read. Branstetter, R. (2020.) *The Thriving School Psychologist*. [Download free e-book [here](#); pdf ebook also [here](#)]

Agenda: TBD

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

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: