

BUILDING SOCIAL JUSTICE, EQUITY, AND SUPPORT OF TRAINEES THROUGH SUPERVISION AND MENTORING

***Presenters: Mark Swerdlik, Ph.D., ABPP, LCP, NCSP
Stacy Williams, Ph.D., NCSP, LP***

**Tuesday, February 18, 2020 ♦ 8:45 a.m. – 11:45 a.m.
Trainers of School Psychologists Conference
Baltimore, MD**

School psychology professional bodies have recognized the need for trainers to create opportunities to support the development of social justice pedagogy in trainees. Traditionally, this development has been accomplished using coursework either isolated or integrated. The following presentation will challenge trainers to move beyond integration at the curriculum level to think of supporting trainee's social justice development via supervision and mentoring opportunities. An ecological examination of the supervision/mentoring relationship will be presented and practical suggestions for supporting awareness and skill development will be provided.

Level of Curriculum Content: Intermediate

PROGRAM LOCATION

Royal Sonesta Harbor Court
550 Light St
Baltimore, MD 21202

ABOUT THE PRESENTERS

Mark E. Swerdlik, Ph.D., ABPP, LCP, NCSP is a professor of psychology, co-coordinator of the specialist and doctoral programs in school psychology, and a clinical supervisor in the Psychological Services Center at Illinois State University where he has been involved in the training of school psychologists for over 40 years. He is a former school psychologist in Michigan and Illinois schools. Dr. Swerdlik is a Fellow of the American Psychological Association-Division of School Psychology, is Board Certified in School Psychology from the American Board of Professional Psychology, and in Assessment Psychology from the American Board of Assessment Psychology. He received the Lifetime Achievement Award from the National Association of School Psychologists (2014), the Life Member Award from the Illinois School Psychologists Association (1992) and the Outstanding Contributions to Training Award from the Trainers of School Psychologists (2017). Dr. Swerdlik is co-author (with Dr. Dennis Simon) of the *Developmental-Ecological-Problem Solving Model of Supervision* and has published a book on this supervision model developed specifically for clinical supervision of school psychologists, *Supervision in school psychology: The Developmental, Ecological, Problem-solving Model* (Routledge, 2017) and articles on the topic of supervision and professional issues in school psychology. Along with Dennis Simon and Tracy Cruise, Dr. Swerdlik developed a Supervision Credential Program for the Illinois School Psychologists Association which provides professional development on the topic of best practices in clinical supervision of school psychologists.

Stacy Williams, Ph.D., NCSP, LP is an associate professor of psychology at Marist College, a licensed psychologist and certified school psychologist in New York State. As a founding member of the Creating Inclusive Communities (CIC) group at Marist, Dr. Williams and her colleagues have provided inclusion training to faculty within the School of Social and Behavioral Sciences to support diversity and inclusion activities in the classroom. In addition, Dr. Williams has consulted with other departments at the college to support their race pedagogical development. Dr. Williams is also involved in social justice initiatives and training at the college, where she is currently working with the Diversity Council Training and Assessment Team in developing a social justice-training model for the college (i.e., Marist College Diversity Leadership Institute). At the national level, Dr. Williams serves on the Trainers of School Psychologists (TSP) executive board, where she co-chairs the Social Justice task force and serves as membership coordinator. In addition, Dr. Williams mentors students and early career faculty of color through the National Association of School Psychologists (NASP) mentoring program. At the state level, Dr. Williams has mentored school psychology candidates and created and managed content for the state association annual conference. Dr. Williams has also consulted with Instructional Support Teams (IST) in upstate New York and Connecticut, working closely with school psychologists, general educators, administrators, and support staff integrating Response to Intervention (RTI) initiatives at the IST level. She has also consulted internationally, bringing RTI strategies to rural classrooms in Jamaica, her home country. Dr. Williams regularly provides training in social justice, creating inclusive classrooms, academic and behavioral interventions, data based decision-making for teachers, and university/school partnerships.

PROGRAM OBJECTIVES

Participants will be able to:

- Identify best practices for integrating a social justice pedagogy via supervision and mentoring.
- Describe a best practices approach to clinical supervision of school psychologists.
- List assessment methods to evaluate supervisee's social justice pedagogical development.

PROGRAM AGENDA

8:45am – 9:45am	Integrating a social justice pedagogy via supervision and mentoring
9:45am – 10:45am	Best practices in clinical supervision
10:45am – 11:45am	Assessment methods to support social justice pedagogical development

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CONTINUING EDUCATION INFORMATION

Psychologists: Nova Southeastern University's College of Psychology is approved by the American Psychological Association to sponsor continuing education for psychologists. Nova Southeastern University maintains responsibility for this program and its content.

Clinical social workers, mental health counselors, and marriage and family therapists: Nova Southeastern University's College of Psychology is approved by the state of Florida's Board of Clinical Social Work, Marriage and Family Therapy, and Mental Health Counseling to offer continuing education. Provider number: BAP# 330, Exp. 03/31/21

School psychologists: Nova Southeastern University's College of Psychology is approved by the state of Florida's Board of Medical Therapies/Psychology, Office of School Psychology, to offer continuing education. Provider number: SCE# 11, Exp. 11/30/21.

Nova Southeastern University's College of Psychology is approved by the National Association of School Psychologists to offer continuing education for school psychologists. Nova Southeastern University maintains responsibility for this program and its content. Provider# 1024

Professional counselors: Nova Southeastern University's College of Psychology has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 4548. Programs that do not qualify for NBCC credit are clearly identified. Nova Southeastern University's College of Psychology is solely responsible for all aspects of the programs.

All mental health professionals will receive 2.5 continuing education credits for the workshop. Full attendance is required. No partial credit will be awarded. Check your licensing state's rules and regulations for more information regarding your continuing education requirements.

Nova Southeastern University is committed to making its programs accessible to all prospective attendees. Let us know if you have specific requirements due to a disability.

ABOUT THE SPONSOR

Nova Southeastern University's College of Psychology is dedicated to providing high-quality training, education, research, and service its students and to the community. The college offers two American Psychological Association (APA)-accredited doctoral programs (Ph.D. and Psy.D. in Clinical Psychology); a specialist and a doctoral program in school psychology; master's degree programs in counseling clinical mental health counseling, school counseling, substance abuse counseling, and applied behavioral analysis), forensic psychology, experimental psychology, and general psychology; and bachelor's degree programs in psychology and behavioral neuroscience. The College of Psychology has two APA accredited doctoral internship programs, the South Florida Consortium Internship Program and the Psychology Services Center Internship program.

NOTICES OF ACCREDITATION, MEMBERSHIP, AND NONDISCRIMINATION

Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's, master's, educational specialist, and doctoral degrees. The university is chartered by the State of Florida. The College of Psychology Doctor of Philosophy (Ph.D.) program is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology Doctor of Psychology (Psy.D.) program is accredited by the Commission on Accreditation of the American Psychological Association. The College of Psychology has two APA accredited doctoral internship programs, the South Florida Consortium Internship Program and the Psychology Services Center Internship program. Questions related to the programs' accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, D.C., 20002-4242, Phone: (202) 336-5979, Email: apaaccred@apa.org, Web: www.apa.org/ed/accreditation. The college's master's degree program in school counseling and specialist program in school psychology are approved by the Florida Department of Education. In addition, the specialist and doctoral programs in school psychology holds the designation of National Recognition by the National Association of School Psychologists (NASP). The College of Psychology offers two programs, (1) the M.S. in School Counseling and (2) the Psy.S. in School Psychology, for practitioners in P-12 schools that have been accredited by the National Council for Accreditation of Teacher Education (NCATE). The accreditation for these programs is awarded to the university through the Fischler School of Education as follows: The Fischler School of Education at Nova Southeastern University is accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at all university locations and online. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

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