

**LOYOLA UNIVERSITY CHICAGO**  
**SCHOOL OF EDUCATION**  
CIEP 533  
2011-2012  
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**SYLLABUS:**

**The primary focus of the proseminar is to enhance professional development and to encourage collaborative scholarly activities among the participants. Systematic efforts are made to develop student research projects, arrange for speakers and provide a forum for the exchange of student and faculty ideas.**

**The goals of the proseminar are as follows:**

- 1. To develop an active and influential graduate student organization specifically designed for students in the school psychology and educational psychology programs of study. Students will form into mentoring groups to aid in-coming students as well as to provide support for students beginning practicum, internship or working on dissertations**
- 2. To provide opportunities for current and former students to present research ideas in a colloquium format. The goal of this is to increase collaboration and discussion of important research topics.**
- 3. To encourage students to become actively involved in research and program development.**
- 4. To encourage students to present their research findings at local, state and national conventions/conferences.**

**This year's topic will be Mental Health.  
We will continue the conversation about Supervision.**

**ProSeminar CIEP 533 is designed to increase your knowledge of topics not covered in other courses and provide you with a forum to develop course syllabi, gain information on areas regarding professional ethics and personal professional growth. Each time the course is taught the students are active in developing the syllabus and the activities. This year we have decided to focus on Supervision and its many iterations as the topic.**

**There will be extensive readings and development of materials for professional development for school psychology supervisors. We will use**

advanced technology for webinars and other multimedia strategies to engage a wider audience in this topic throughout the state.

We meet a minimum of once a month.

Assignments must be completed in a timely fashion.

Class participation is a major component of this course.

**Textbook:**

**Professional Development and Supervision of School Psychologists From Intern to Expert,  
Second Edition, Virginia Smith Harvey University of Massachusetts,  
Boston Joan A. Struzziero Northeastern University (2008)  
Corwin, A Joint Publication With the National Association of School  
Psychologists  
ISBN: 9781412953276**

**Readings:**

**An Unquiet Mind,  
Kay Redfield Jamison 1996  
Alfred A, Knopf, Inc. New York  
ISBN: 0-679-76330-9**

**The Dark Side of Innocence.  
Terri Cheney 2011  
Atria Books  
ISBN 978-1-4391-7621-4**

## **KNOWLEDGE BASE**

The Loyola University doctoral program of studies in School Psychology is designed to prepare students to become clinical scientist in the profession. Many of you will pursue careers in the schools while others may pursue academic careers or a wide range of other opportunities available to the Ph.D. School Psychologist. However, in each of these roles you will need to be supervised and to provide supervision. The nature of this task is multi-faceted and will require a body of knowledge which will prepare you to optimize these opportunities. This class will begin to build this foundation.

## **CONCEPTUAL FRAMEWORK**

Loyola University Chicago School of Education has adopted and embraced the conceptual framework: Professionalism in the Service of Social Justice. During this internship we will utilize this conceptual framework as a lens to examine the supervisory experience and will promote just and equitable educational services to all members of the community.

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately

addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

## **DIVERSITY**

In concert with the mission statement for the School of Education, faculty, academic activities and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in the internship by presentations and discussions including topics such as nature and content of culture, immigration, gender rights and poverty.

## **TECHNOLOGY**

This course acknowledges and addresses the belief that technology for school psychologists is multidimensional and helps the psychologist make informed decisions by applying this technology within the school community.

## **DISPOSITION**

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will be assessed with the consequences of such conduct influencing successful course completion and program continuation.

## **PLAGIARISM**

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

**“Definition:**

**Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one’s own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.**

**Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...**

- 1. Copying from a published source without proper documentation.**
- 2. Purchasing a pre-written paper.**
- 3. Letting someone else write a paper for you or paying someone to do so,**
- 4. Submitting as your own someone else’s unpublished work, either with or without permission.**