

CIEP 462: Seminar in Professional School Psychology
Fall 2011
Loyola University Chicago

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Class Time and Location: Tuesdays, 10-12:30, CLC 304

Seminar in Professional School Psychology is an introduction to and overview of the profession of school psychology. The course consists of activities, lectures, readings, and discussions of the roles and activities of school psychologists. Class sessions and readings are devoted to topics such as:

1. The history of school psychology (**NASP/ISBE Standard 10**)
2. The various roles and functions of school psychologists (**NASP/ISBE Standard 10**)
3. The cultural and societal context of school psychology practice (**NASP/ISE Standard 5**)
4. The relationship between school psychology and special education (**NASP/ISBE Standard 6**)
5. Organization and operation of the schools (**NASP/ISBE Standard 6**)
6. School psychological services: state and federal legislation (**NASP/ISBE Standard 10**)
7. Emerging service roles and reform: early intervention, consultation, prevention, response to intervention, alternative assessment models, etc. (**NASP/ISBE Standard 1, 2 & 8**)
8. Research on effectiveness of services and job satisfaction. (**NASP/ISBE Standard 9 & 10**)
9. Professional issues - licensure, certification, accreditation, standards, ethics, technology & computers. (**NASP/ISBE Standard 10 & 11**)
10. Legal influences and professional standards (**NASP/ISBE Standard 10**)
11. Relationships with other professionals - educational, mental health professionals, etc. (**NASP/ISBE Standard 2 & 8**)
12. Professional organizations - ISPA, NASP, and APA (**NASP/ISBE Standard 10**)
13. Current issues and future directions (**NASP/ISBE Standard 1**)

Course Outline and Structure: This course is divided into three primary sections. The first section is intended to provide a broad overall introduction to the field of school psychology. The second section focuses on the professional, legal, ethical, and societal context in which school psychology practice takes place. The third section provides an overview of the major functions and competencies within school psychology practice. In

our last class meeting, we will come full circle, bringing these three strands together and focusing on lessons learned moving forward.

Conceptual Framework: The conceptual framework of Loyola’s School of Education is Professionalism in the Service of Social Justice. The content of this course is consistent with that framework in that the profession of school psychology and the introduction of this discipline via this course are provided within a social justice framework. Students enrolled in this course are expected to consider delivering school psychological services cognizant of social justice issues that bear directly on educational and school psychological services. Such issues include but are not limited to various forms of discrimination and privilege, effects of labeling, inequities in funding and resources for our schools, bias in assessment and instructional procedures, and efficacy of special education programs. The history and current practice of school psychological services must be considered within the context of our conceptual framework – Professionalism in the Service of Social Justice. Loyola University’s School of Education seeks to develop professionals who use their knowledge and skills to evaluate actions and decisions in light of the ramifications and impact on students, school organizations, and the broader community. We see the professionals of the future as thoughtful persons able to analyze situations, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking. Professionals are responsive to the long-term social and ethical implications of their decisions and actions. The School of Education develops persons of conscience devoted to the service of others.

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. For additional academic policies and procedures refer to: 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 Statement: I view a commitment to culturally responsive service delivery as part and parcel to a commitment to social justice. The way that I view this relationship is that social justice is the aspiration (the “why” of what school psychologists do), advocacy and the use of up-to-date practice are the typical strategies that support social justice (the “how”), and then issues of cultural diversity provide the context from which much of this work takes place. Thus, for the purposes of this course, my goal is not to discuss the field of school psychology in a vacuum, but rather in terms of how school psychologists operate (and can operate) within the real world, with all that entails, including consideration of diversity and justice. My goal is not for you to view the world as I do—indeed there are greater opportunities for learning when we respectfully disagree, including student disagreement with the instructor—but rather that students emerge from this course with an enhanced understanding of how issues of cultural diversity impact and provide opportunities for enhanced school psychology practice.

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. In particular, in this course we will be utilizing blackboard primarily as an outlet for dialogue and reflection, as well as a way to disseminate information (e.g., posting of the syllabus, listing of potential persons to shadow).

Required Texts:

Thomas, A. & Grimes, J. (Eds.) (2008). *Best practices in school psychology-V*.
Washington, DC: National Association of School Psychologists.

Additional readings will be made available either in-class or through the Blackboard web site associated with this course.

Course Assignments:

1. Class Participation and Weekly Journal Reports- 15%

Students are expected to arrive to class prepared both to discuss class readings and assignments and to participate in class discussions and activities. It is assumed that most students will receive the maximum class participation grade. However, if a

student is clearly unprepared from week to week, consistently arrives late to class and/or leaves early, and/or consistently is a non-participant in class, this grade can be lowered at the instructor's discretion. Students will receive a maximum of five points towards their in-class participation grade.

Students will also receive a maximum of ten points towards their class participation grade based on their efforts outside of the classroom. The expectations are as follows—all students will be divided into two groups (Groups 1 and Group 2). Each week, all the members of one group will send me a direct email (to dshribe@luc.edu) and all members of the second group will each make a personal blog post on Blackboard. All emails and blog posts are due by 8AM of the day of each class period. Please provide a minimum of a 250 word journal type entry regarding your questions, comments, thoughts, and/or reactions to the readings from the previous week and/or questions, comments, or other reactions to experiences related to school psychology conversations and/or visits. This is meant to be informal though you should take care that these emails are thoughtful and expresses your honest opinions, reactions, and/or questions. You will receive a maximum of ten points for these weekly emails/ blog postings. One point will be lost for any week missed and students who miss two or more weeks without instructor consent to do so will receive a 0 for their class participation grade.

Group 1- Beste-Hyp

Group 2- Langley-Yawer

2. School Visits- 30% NASP Standard 10

Over the course of the semester, you are to visit with three school psychologists. You should arrange to spend a full school day with each person and then provide a short written summary (four double-spaced pages or less) of your experience (each summary counts for 10% of your final grade). A list of local school psychologists will be provided as a resource, but you are free to visit any currently practicing school psychologist regardless of whether or not they are on this list. When you have arranged your visit, post the name of the person that you are visiting in the appropriate discussion area on blackboard so we can avoid overloading any one school psychologist with visit requests. After each visit, please complete an evaluation of your visit using the form provided on blackboard and turn this form in to the instructor.

If possible, please try to arrange to observe your school psychologists and other school professionals engaged in what they consider to be a “typical” day, whatever that means to them. While I would like to know a bit about what type of activities you observed, I am particularly interested in your reactions to these experiences. Was it like you expected? What surprised you? What did you take away from the experience that is pertinent to your preparation as a future school psychologist? The emphasis of this paper should therefore be on critical reflection rather than a schedule of the day's activities. Please write as if the reader has little to no background with the school you are visiting and with school psychology. Grading will be based on the quality of your writing (e.g., it is clear to me what you observed?) (half your grade) and your ability to reflect on what you observed (e.g., it is clear to me why you felt

the way you did about what you observed?) (the other half of your grade). It is more than acceptable to pose questions based on what you observed that you do not yet have the answer for. This to me is not a sign of weakness, but rather of critical reflection. It is also quite acceptable to use first person in this paper given the nature of this assignment.

This assignment has been identified for use by the school psychology program to show evidence of evaluating NCATE/NASP Standard 10. Accordingly, in addition to being graded on a scale of 1-10, your first paper will also be evaluated using the rubric below:

Domain	Target	Acceptable	Unacceptable
Quality of writing	Description of visit is extremely clear in terms of what student observed	Description of visit is mostly clear in terms of what student observed	Description of visit is mostly unclear in terms of what student observed
Quality of reflection	Student provides a very high quality analysis of what he/she observed, including providing substantiation for all claims (e.g.. don't say, "the parent was angry", say instead, "the parent appeared angry as she began to raise her voice in response to the educator's comments")	Student provides a moderately high quality analysis of what he/she observed, including substantiation of most claims.	Student provides a low quality analysis of what he/she observed, including but not limited to multiple examples of unsubstantiated claims.

The first paper is due at the start of our class meeting on October 18. This paper must be submitted both in hard copy form to me and posted to your LiveText account by the start of class on this day. The second paper is due at the start of class on November 1, and the third paper is due at the start of class on November 15. If you are having trouble finding persons to shadow, please let me know well in advance of the due dates and I will work with you to find someone. During class time you may be asked to give a short overview (approximately five minutes) of your visit to your classmates. This overview will not be graded, but rather is a mechanism for you to share your experiences with others.

3. Interview with a leader in school psychology- 15%

Please select a school psychologist who is a leader in the field to interview. I encourage you to converse with a school psychologist who is not presently working in Chicagoland so that you can get the perspective of someone from a different part of the country, but this is not required. Possible interview subjects include but are not

limited to chapter authors in Best Practices, NASP leadership, school psychology journal editors, and officers in state or regional school psychology organizations.

The purpose of this assignment is for you to have contact with a leader in the field who has done work in an area of interest to you. Since the person you select is presumably someone of personal interest to you, you have the freedom to pose any questions to your subject that he or she is willing to respond to. Among the questions I would like all of you to pose to your interviewees are: 1) why did he/she choose school psychology as a profession?, 2) what were his or her career goals when he or she was a first year graduate student in school psychology?, 3) what twists and turns have their careers taken since graduate school?, 4) what do they know now that they wish they knew when they were at your stage in graduate school?, and 5) what changes do they anticipate taking place in the field of school psychology in the future?

When you have identified a leader to interview, please post the name of the person that you are going to interview in the appropriate area on the discussion board on Blackboard. This assignment is due at the start of class on November 29. At this time, please turn in to me either a typed transcript of your interview or a summary of the interview. Please also provide the email address of the person you interviewed so I can send this person a thank you note. Finally, please also describe your reaction to this experience. Total page length should be approximately five pages, but there is no maximum or minimum page length. If you would like any help finding persons to interview, please speak with me. This paper will be graded out of a possible fifteen points, with primary emphasis placed on the quality of questions asked.

4. Parent Interview- 15% NASP Standard 8

For this assignment, you are to identify a parent/primary caregiver of a current or former school-age child or children to interview. Family members are excluded from consideration as interviewees. Your primary goal with this assignment is to get this parent/caregiver's perspective on what he/she views as the role of families and of schools in facilitating the education of children. Does he/she view educators as being the "experts" and his/her role as more secondary when it comes to education? Does he/she think that families and schools should be actively collaborating? If so, in what way? What types of contacts has he/she received from schools about his/her children and were these contacts helpful?

What I would like you to get at in your interview is this parent/caregiver's view of the ideal relationship between home and school. I would also like for you to ask specific questions relating to their own experiences interacting with their child or children's schools and their reaction to these experiences. Also, all papers should provide the interviewee's perspective on why it is that in so many cases educators end up frustrated with parents/caregivers and vice-versa. This perspective might come from their direct experiences with schools or through feedback that they have heard from other parents/caregivers and educators. Finally, your paper should close with your analysis of the interview and lessons learned from this experience.

Your paper will be evaluated on the following two dimensions: 1) quality of questions asked (you may turn in this part of the paper in transcript form. Alternatively,

provide a listing of the primary questions that you asked.), and 2) your analysis of the interview.

In addition to being graded on a scale of 1-15, with a score of 15 being the highest score, this assignment is also the school psychology program's current identified assessment for standard 8 for NCATE/NASP. As such, your performance on the two indicators described above (quality of questions asked, quality of analysis) will also be assessed using the rubric below.

Domain	Target	Acceptable	Unacceptable
Quality of questions asked	Questions are always thought-provoking and directly related to the interaction between families and schools	Questions are typically thought provoking and directly related to the interaction between families and schools.	Questions are not typically thought provoking or directly related to the interaction between families and schools.
Quality of interview analysis	Analysis reflects that interviewer has fully absorbed the interviewee's responses and has come to many new learnings based on these responses.	Analysis reflects that the interviewer has mostly absorbed the interviewee's responses and has come to some new learning based on these responses.	Analysis reflects that the interviewer has not absorbed the interviewee's responses and has not come to any new learning based on these responses.

This assignment is due at the start of class on November 22. Students are expected both to deliver a hard copy of their paper to the course instructor and to post their paper to LiveText at or before this time.

5. Class Portfolio- 25%

Please choose from the activities listed below tasks that total at least 100 points.

PROJECT A: PROFESSIONAL AFFILIATIONS (0-10 points)

- Objective: To be active in at least two professional organizations.
- Task: Identify two organizations related to your profession or related to the field of special education. Become a member of those professional organizations.
- Output: Documentation of you membership.

PROJECT B: WORKING IN THE FIELD (0-30 points)

- Objective: To obtain an understanding of what is important to practicing school psychologists.
- Task: Interview three (3) school psychologists at different stages of their

careers (beginning, over 10 years' experience, nearing retirement). Ask them questions such as:

Why did you enter the profession?

What have been your major professional achievements?

What have been your major disappointments?

What advice would you give to a beginning professional?

Output: A written summary of each interview along with your own comments, insights, and opinions included.

PROJECT C: AN ADMINISTRATOR'S VIEW (0-25 points)

Objective: To obtain input from a school administrator on his or her views regarding the role and function of the school psychologist.

Task: Interview a school administrator. Ask questions such as:
What skills do you look for when hiring a school psychologist?
What services does your school psychologist provide?
What are the barriers to more effective delivery of school psychological services?

Output: A written summary of the interview along with your own comments, insights, and opinions included.

PROJECT D: PROFESSIONAL DEVELOPMENT (0-20 points)

Objective: To participate in a professional development workshop sponsored by a professional association (e.g., NASP, ISPA, etc.)

Task: Attend a workshop or conference sponsored by a professional organization.

Output: Write a summary of the workshop and include a photocopy of the brochure or flyer that describes the program.

PROJECT E: ANNOTATED BIBLIOGRAPHY (0-40 points)

Objective: To research an area of interest within the field of school psychology. **(Note: this is a good choice to make as it links directly to your M.ED. portfolio.)**

Task: Pick one topic related to the role and function of a school psychology that you would like to learn more about (e.g., Prevention, Family/School/Community Collaboration, Consultation, etc.) and read up to ten related journal articles.

Output: Write an annotated bibliography for each of the ten articles. The annotated bibliography should contain the citation of the article (using APA style), a brief description on what the article covered, and a reflection of how the article has expanded your knowledge of the topic and how you might use this knowledge in your professional practice.

PROJECT F: THE BILINGUAL SCHOOL PSYCHOLOGIST (0-25 points)

Objective: To obtain an understanding of the role and function of a bilingual school psychologist in a large urban school district.

Task: Interview a bilingual school psychologist who is affiliated with a large urban school system. Ask him or her questions such as:
Why did you enter the profession?
What are the challenges and rewards of being a bilingual school psychologist?
Describe a typical school day.
What advice would you give to a new bilingual school psychologist?

Output: A written summary of the interview along with your own comments, insights, and opinions included.

PROJECT G: INDIVIDUAL/GROUP ADVOCACY PROJECT (0-30 points)

Objective: To set your own objective, design your own advocacy project, and carry it out. May be done alone or with several other students.

Task: To be determined by you with approval from the instructor. You need to approval in writing via e-mail.

Output: To be determined by you. Include a print out of the instructor's approval that is sent via email.

This portfolio must be completed and turned in by the start of class on November 29. Appended to this syllabus (and also posted on Blackboard) is a tracking form for documenting your progress on this portfolio. You are **STRONGLY ENCOURAGED** to turn in the subcomponents of this portfolio as they are completed rather than waiting until the end to turn in the entire portfolio. I will then return to you a running record of your progress to date on this portfolio via the tracking form. At the end of the semester, turn in the entire portfolio, including any components that have already been graded.

Point Distribution and Grade Assignment:

Class Participation- 15 points possible

Site Visits- 30 points possible

Interview with a Leader in School Psychology- 15 points possible

Parent Interview- 15 points possible

Class Portfolio- 100 points possible (while there are 100 points possible within this assignment, in total this assignment counts as 25% of your final grade. As such, your score out of 100 will be divided by 4 to find the equivalent score out of 25 points)

A= 92.5 points or higher

A-= 89.5-92.49

B+= 87.5-89.49

B= 82.5-87.49

Etc.

Schedule of Readings and Topics (readings, topics, and assignments subject to change at the instructor's discretion):

Section I: Introduction to the Field of School Psychology

August 30- Introduction

September 6-The Past, Present, and Future of School Psychology

Readings:

MEG- Ch. 1

BP 3: The Blueprint for Training and Practice as the Basis for Best Practices

BP 131: Trends in the History of School Psychology in the United States

BP 130: The History and Current Status of School Psychology Internationally

Section II: The Professional, Legal, and Societal Context of School Psychology Practice

September 13- The Politics of Education

Video: Children in America's Schools

Readings:

Roach, A. & Frank, J. (2007). Large scale assessment, assessment, and rationality: The case of No Child Left Behind. *Journal of Applied School Psychology, 23*, 7-25.

Kohn, A. (2011). Poor teaching for poor children...in the name of reform. *Education Week*.

*To access this article, go to http://www.alfiekohn.org/articles_subject.htm#null and look in the "Pedagogy" section.

September 20- School Psychology, Social Justice, and Cultural Competence

Readings:

Miranda, A. H. (2009). Understanding privilege in America. In J. Jones (Ed.), *The psychology of multiculturalism in the schools: A primer for practice, training, and research*, pp. 67-82. Bethesda, MD: National Association of School Psychologists.

Shriberg, D., Bonner, M., Sarr, B., Walker, A., Hyland, M., & Chester, C. (2008). Social justice through a school psychology lens: Definitions and applications. *School Psychology Review, 37*, 453-468.

Shriberg, D., Wynne, M. E., Bartucci, G., Briggs, A., & Lombardo, A. (2011). School psychologists' perspectives on social justice. *School Psychology Forum: Research in Practice, 5*(2), 37-53.

BP108: Best Practices in Working With Culturally Diverse Children and Families

BP109: Best Practices in Increasing Cross-Cultural Competence

September 27- School Psychology and the Law

Guest Speaker: Michael Boyle, Clinical Assistant Professor, School Psychology Program, and Assistant Director of the Center for Catholic School Effectiveness, Loyola University Chicago

Readings:

BP 120: Best Practices in School Psychology and the Law

MEG- Ch. 6 pp. 113-129

October 4- Foundations in Ethical School Psychology Practice

BP 121: Best Practices in Developing Ethical School Psychology Practice

BP 122: Best Practices in the Application of Professional Ethics

Lasser, J., & Close, L. M. (2007). School psychologists' ethical decision making: Implications from selected social psychological phenomena. *School Psychology Review, 36*, 384-400.

National Association of School Psychologists (2010). *Principles for Professional Ethics*.

Bethesda, MD: National Association of School Psychologists.

October 11- Fall Break

Section III: Core School Psychology Functions and Practices

October 18- The “Art” of School Psychology

Readings:

Frost, M., Rogers, M. R., O'Bryon, E. C., & Perry, K. H. (2010). Delivering and receiving bad news: What school psychologists need to know. *Journal of Applied School Psychology, 26*, 198-211.

BP 101: Best Practices in Establishing Effective Helping Relationships

Visit #1 due

October 25- Consultation and the “Science” of School Psychology

Readings:

BP105: Best Practices in School-Based Problem-Solving Consultation: Applications in Prevention and Intervention Systems

Clare, M. M. (2009). Decolonizing consultation: Advocacy as the strategy, diversity as the context. *Journal of Educational & Psychological Consultation, 19*, 8-25.

BP2: The Evolution of School Psychology to Science-Based Practice: Problem-Solving and the Three-Tiered Model

November 1- Prevention/Intervention I: Mental Health

Readings:

BP83: Best Practices in Population-Based School Mental Health Services

BP84: Best Practices in Developing Exemplary Mental Health Programs in Schools

Suldo, S.M., Friedlich, A., & Michalowski, J. (2010). Personal and systems level factors that limit and facilitate school psychologists' involvement in school-based mental health services. *Psychology in the Schools, 47*

Visit #2 due

November 8- Prevention and Intervention II: Academic Assessment/RTI

Guest Speaker: David Prasse, School Psychologist, Dean, School of Education, Loyola University Chicago

Readings:

BP1: School Psychology Paradigm Shift and Beyond

BP5: Best Practices in Universal Screening

BP 40: Best Practices in Nondiscriminatory Assessment

November 15- The School Psychologist's Role as Developer and Shaper of School Culture

Readings:

BP 140: Best Practices in Planning and Conducting a Needs Assessment

BP 78: A Comprehensive Approach to Promoting Social, Emotional, and Academic Growth in Contemporary Schools

BP 79: Best Practices in Bullying Prevention

BP 44: Best Practices in Developing a Positive Behavior Support System at the School Level

Visit #3 due

November 22- Family/School/Community Collaboration

Readings:

BP56: Best Practices in Supporting School-Family Partnerships

BP58: Best Practices in School-Community Partnerships

BP61: Best Practices for Working with Families: Instilling a Family-Centered Approach
Ryan, C.S., Casas, J.F., Kelly-Vance, L., Ryalls, B.O., & Nero, C. (2010). Parent involvement and views of school success: The role of parents' Latino and White American cultural orientations. *Psychology in the Schools, 47*, 391-405.

Parent/Primary Caregiver Interview Due

November 29- Leadership/Systems Change

Readings:

BP54: Best Practices in System-Level Change

BP 162: Best Practices in Transitioning to Problem-Solving Practice

Shriberg, D., Satchwell, M., McArdle, L., & Mills, J. (2010). An exploration of school psychologists' views on effective leadership practice in school psychology. *School Psychology Forum: Research in Practice, 4*(4), 8-21.

Leader Interview Due

Portfolio Due

December 6- The Future of School Psychology

Readings:

MEG- Ch. 13

Dawson, M., Cummings, J.A., Harrison, P.L., Short, R.J., Gorin, S., Palomares, R. (2004). The 2002 multisite conference on the future of school psychology: Next steps. *School Psychology Review, 33*, 115-125.

PORTFOLIO RUBRIC
CIEP 462

Name _____

1. Professional Affiliations
A. Membership in One _____
B. Membership in Two _____

Total Points (10 possible) _____

- | | Beginning | Midcareer | Late Career |
|----------------------------------|-----------|-----------|-------------|
| 2. Working in the Field | | | |
| A. Appropriate Questions Asked | _____ | _____ | _____ |
| B. Quality of Written Summary | _____ | _____ | _____ |
| Total Points (30 possible) _____ | | | |

3. Administrator's View
A. Appropriate Questions Asked _____
B. Quality of Written Summary _____

Total Points (25 possible) _____

4. Professional Development
A. Attend workshop or conference _____
B. Written summary of Workshop _____

Total Points (20 possible) _____

5. Annotated Bibliography
A. Ten annotated articles _____
B. Brief Description _____
C. Reflection on Each _____

Total Points (40 possible) _____

6. Bilingual School Psychologist
A. Appropriate Questions Asked _____
B. Written Summary _____
C. Reflections on Interview _____

Total Points (25 possible) _____

- 7. Individual/Group Advocacy Project
 - A. Prior Approval Obtained
 - B. Comprehensive in Content
 - C. Professionally Relevant

Total Points (30 possible)

Total Portfolio Points
