

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**ADVANCED SYSTEMS CONSULTATION & SCHOOL PSYCHOLOGY SUPERVISION
CIEP 545
FALL 2011**

Instructor: Dennis J. Simon, Ph.D.
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Time: Thursday, 1:00 – 3:30 PM
Classroom: Corboy Law Center L08
Office Hours: By Appointment

COURSE OBJECTIVES

This is an advanced course for doctoral level students. The course has two separate, but related, prongs: Systems Consultation and Supervision of School Psychology. First, students will develop a working understanding of Organizational Development Consultation. With this knowledge, students will then demonstrate the skills necessary to (a) determine when it is appropriate to apply this model of consultation and (b) act as an organizational development consultant in such situations. Specifically, students will:

- Explore various models and methods of organizational change (ISBE/NASP Standards 6 & 2);
- Review and evaluate current research in organization development and change (ISBE/NASP Standards 6 & 9);
- Learn to analyze situations and settings and plan for organizational change (ISBE/NASP Standards 6, 1, & 2);
- Explore intervention ideas and evaluation techniques for specific organizational change projects (ISBE/NASP Standards 6, 1, & 3); and
- Contribute to the development of a new model of organizational change within the schools (ISBE/NASP Standard 6).

In addition, students will learn how to:

- Develop an understanding of supervision styles (ISBE/NASP Standard 6);
- Evaluate and promote school psychological services (ISBE/NASP Standards 6 & 1);
- Complete research and program evaluation (ISBE/NASP Standards 6, 1, & 9); and
- Promote job satisfaction (ISBE/NASP Standards 6 & 10).

The Mission of School Psychology is to “enhance learning for all students”. Two key Methods are effective *Systems Consultation* and appropriate *Training and Supervision of Psychologists and Psychology Service Programs*.

REQUIRED TEXTS

- Doll, B., & Cummings, J.A. (2008). *Transforming school mental health services: Population-based approaches to promoting the competency and wellness of children*. Corwin Press & the National Association of School Psychologists (a joint publication). ISBN: 978-1412953290
- Harvey, V.S., & Struzziero, J.A. (2008). *Professional development and supervision of school psychologists: From intern to expert* (2nd ed.). Corwin Press & the National Association of School Psychologists (a joint publication). ISBN: 978-1412953276

- Thomas, A., & Grimes, J. (2008). (Eds.). *Best practices in school psychology V*. National Association of School Psychologists. ISBN: 978-0932955708

Additional required readings are listed in the Course Outline or will be announced in class and will be posted on Blackboard or available on Room Reserve in the Water Tower Campus Library. These will include a series of articles and chapters from various sources on Consultation for Systemic Change and on Supervision of Psychologists and Psychological Services. For some of these readings students will be assigned primary responsibility for summarizing content and facilitating class discussion.

RECOMMENDED TEXTS

- Corey, G., Haynes, R., Moulton, P., Muratori, M. (2010). *Clinical supervision in the helping professions: A practical guide (2nd ed.)*. Alexandria, VA: American Counseling Association. ISBN: 978-1-55620-303-9
- Osher, D., Dwyer, K., & Jackson, S. (2004). *Safe, supportive and successful schools: Step by step*. Longmont, CO: Sopris West. ISBN: 978-1570359187
- Sarason, S.B. (1996). *Revisiting "The culture of the school and the problem of change."* New York: Teachers College Press. ISBN: 978-0807735435

LIBRARY RESERVE

- Bernard, J.M., & Goodyear, R. K. (2009). *Fundamentals of clinical supervision (4th ed.)* Needham Heights, MA: Allyn & Bacon. ISBN-10: 0205591787 ISBN-13: 9780205591787
- All "*Recommended Texts*" will also be on Room Reserve at the Water Tower Campus Library

CONCEPTUAL FRAMEWORK

Loyola University Chicago School of Education (SOE) has adopted and embraced the conceptual framework: *Professionalism in the Service of Social Justice*. Jesuit education is founded on a 400-year tradition of academic excellence emphasizing the unique bond between teachers and learners. The SOE prepares educators, administrators and school psychologists to be competent in the exercise of professional skills, to display a respect for diversity, to embrace distributive justice as social justice, and to recognize that education is a life-long process. Loyola University's SOE seeks to develop professionals who use their scholarship to evaluate actions and decisions in light of their 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 SOE develops persons of conscience devoted to the service of others.

The faculty of the SOE seek to develop professionals able to develop and offer educational opportunities for children, adolescents and adults that enable them to contribute to, and benefit from, the social, political, and economic opportunities in their lives and to promote social justice. Professional educators in service of social justice will (a) know the subjects they teach and how to convey content of those subjects to learners; (b) engage in disciplined inquiry based on informed reason; (c) reflect on experiences of self and others; (d) consider alternative perspectives; (e) pursue a problem-solving orientation; (f) evidence respect for, and ability to respond to, differences in learners' personal, social, economic and cultural

experiences; (g) evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); (h) provide learning opportunities to support all learners' intellectual, social, and personal development; (i) possess the knowledge and skills to teach all learners well and with rigor; (j) create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; (k) and maintain standards of professional conduct.

During this course, we will utilize this conceptual framework as a lens to examine systems change from an organizational systems theory perspective and how to facilitate such change in socially-justice and manner that is respectful of diverse viewpoints.

DIVERSITY

In concert with the mission statement for the SOE, 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 this course by presentations and discussions including topics such as the nature and content of culture, immigration, gender rights, and poverty.

CLASS COMMUNICATION

Blackboard will be the main method of communication with students enrolled in this course. Since Blackboard uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email that you would rather use, you may forward emails from your student account to the personal account.

DISPOSITION

Professional demeanor, suitability for practice, as well as 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.

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/>

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, by focusing on common academic, behavioral, discipline and social-emotional databases in schools.

COURSE REQUIREMENTS & EVALUATION PROCEDURES

1. **Class contribution:** This is a seminar class that will require solid preparation and active participation for the benefit of the learning process for all class participants. Each student is a key contributing member within our “community of learners”. Attending class, being prepared by completing all assigned readings, leading discussions and making presentations when required, actively participating in all discussions and activities, and challenging yourself to develop and share your own emerging framework and skills for systems consultation and psychology supervision are required activities essential for learning for you and your classmates. Evaluation of the quantity and quality of student participation in these activities will constitute “class participation” points. Class attendance is critical. The kinds of experiences you will receive in class are not ones that can be "made up" or compensated for by any amount of reading or writing of papers.
(100 pts)
2. **Auxiliary Article/Chapter Facilitation:** Presentation and discussion leadership of assigned articles or chapters from extended reading list in course syllabus and posted on Blackboard.
(100 pts)
3. **Literature Review: Consultation for Systems Change:**
 - a. Develop an annotated bibliography consisting of at least 10 recent (2000-present) journal articles in the area of systems consultation, program development, or organizational change to be shared with the class in electronic form.
 - b. Post one article judged to be particularly relevant (not already present in Course Documents on Blackboard).
 - c. In class, briefly critically review your bibliography and lead a discussion of your posted article.
(100 pts)
4. **Systems Consultation Project:** Analyze an organization’s need and propose a change program including the following steps:
 - a. Describe the “system” being analyzed
 - b. Operationally define the “problem” to be addressed
 - c. Develop an assessment tool to establish baseline data and to measure change
 - d. Design a plan for change
 - e. Link the plan for change to the conceptualization of the problem
 This project will involve both a written product and a presentation in class.
(300 pts)

5. **Personal Reflection regarding Supervision Experience:** Written reflection about student’s personal experience with school psychology supervision including a critical analysis of the type and style of supervision received.
(50 pts)

6. **Literature Review: School Psychology Supervision:**
 - a. Develop an annotated bibliography consisting of at least 10 recent (2000-present) journal articles in the areas of school psychology supervision of interns, professional psychologists, and psychological services to be shared with the class in electronic form.
 - b. Post one article judged to be particularly relevant (not already present in Course Documents on Blackboard).
 - c. In class, briefly critically review your bibliography and lead a discussion of your posted article.
(100 pts)

7. **Ethical Dilemmas:** Written response and leadership in class discussion regarding two instructor assigned ethical dilemmas in the context of school psychology supervision.
(100 pts)

8. **Summary Reflection and Integration Paper:** This assignment involves a final brief written personal reflection regarding systems consultation and supervision in psychology including the following:
 - a. At least three critical concepts learned in class in each of the class focus areas (consultation and supervision) noting how they relate to best practice
 - b. A brief summary of how course materials and learning impact your vision of school psychology’s role, particularly in terms of leadership and educational change, and your own projected career aspirations.

This brief paper will be due on the final day of class and provide a stimulus for the final class discussion and closure activity.
(150 pts)

Scoring rubrics and specific guidelines for assignments will be posted on Blackboard and/or distributed in class. Due dates are noted in the “Course Calendar” but may be subject to change depending on progress of class and schedule of guest presenters.

Grades in the course will be assigned as follows:

Total Points Earned	%	Grade
930-1000	93-100	A
900-929	90-92	A-
870-899	87-89	B+
830-869	83-86	B
800-829	80-82	B-
770-799	77-79	C+
730-769	73-76	C
700-729	70-72	C-
670-699	67-69	D+
600-669	60-66	D
<600	<60	F

CONTACTING THE INSTRUCTOR

I encourage you to contact me regarding any questions, concerns, suggestions, difficulties, or challenges that may arise during the course. While I do not have an office on campus, I can arrange to meet with you or provide an extended phone conference. Our collaboration with each other and the other learners in this class should make this a profitable learning experience.

CIEP 545 - Fall 2011

Dennis J. Simon, Ph.D.

**ADVANCED SYSTEMS CONSULTATION
AND
SCHOOL PSYCHOLOGY SUPERVISION**

Course Outline and Calendar

9/1 (1)

Introduction and Course Overview

- Introductions
- Course Overview
 - Central Focus and Goals
 - Readings
 - Assignments
 - Requirements
- Seminar: A Community of Learners
- The Mission: Best Practices in School Psychology to Enhance Learning for All Students
- The Methods: Systems Consultation and Supervision of Psychologists and Psychological Service Programs

9/8 (2)

Best Practices in School Psychology: Contemporary Perspectives

(The Goal of System Consultation and Psychological Services Supervision)

1. Evolving research and evidenced-based practice
2. School Psychology services as “primary” not “ancillary”
3. Inseparable linkage among biological, neurological, cognitive, social, emotional, and behavioral domains of human functioning
4. Core Psychological Education: Systematic instruction in social, coping, and problem-solving skills for all students
5. Data-based Decision Making

Readings:

- Doll and Cummings: *Transforming School Mental Health Services Ch. 1 to 6*
- *NASP Best Practices V: 2, 44, 78*
- Heathfield, L.T., & Clark, E. (2004). Shifting from categories to services: comprehensive school-based mental health for children with emotional disturbance and social maladjustment. *Psychology in the Schools*, 41 (8), 911-920.

9/15 (3)

Best Practices, con.

6. Early intervention coupled with a comprehensive continuum of services addressing intensity of need in all functioning domains
7. Designing and supporting school climates that foster student learning and growth
 - a. Proactive systems for promoting social growth
 - b. Programming for School Safety
8. Parent Education and Support Programming
9. Effective linkage with community resources

Readings:

- Doll and Cummings Ch. 7 to 12
- *NASP Best Practices V*: 80, 81, 93
- Merrell, K.W., & Buchanan, R. (2006). Intervention selection in school-based practice: Using public health models to enhance systems capacity of schools. *School Psychology Review*, 35 (2), p 167-180.
- Baker, J.S., Kamphaus, R.W., Horne, A.M., & Winsor, A.P. (2006). Evidence for population-based perspectives on children's behavioral adjustment and needs for service delivery in school. *School Psychology Review*, 35 (1), p31-46.

9/22 & 29 (4 & 5)**Advanced Systems Consultation to Achieve Best Educational Practice****Part 1: Systems consultation for school innovation/reform/improvement at a "macro" level**

1. Systemic perspectives
 - a. Systemic conceptualizations
 - i. Importance of understanding "organizational culture"
 - ii. How family systems theory informs understanding of system dynamics and change principles
 - iii. Principles of effective systemic change and educational leadership (Sarason, Fullan, Hargreaves, et al.)
2. Contemporary educational reform initiatives
 - a. Student outcomes focus: from "high stakes testing" to universal progress monitoring
 - b. Evidenced-based practice
 - c. Response to Intervention/
 - d. Social/emotional learning standards
3. Turnaround strategies and initiatives for underperforming urban schools

Readings:

- NASP Best Practice V: 52, 60
- Excerpts (available on **Library Reserve**) from Sarason, S..B. (1996). *Revisiting "The culture of the school and the problem of change"*. NY: Teachers College Press.
 - Chapter 16: "Are Schools Unique Organizations?" p. 317-330
 - Chapter 17: "Changes in Power Relationships" p. 331-344
 - Chapter 18: "What Constitutes a Change" p. 345-361
 - Chapter 19: "Two Basic Criteria for School Change" p. 361-372
 - Chapter 20: "The Culture of the School and the Problem of *Social Change*" p-. 373-382

CHAPTERS AND ARTICLES LISTED BELOW ARE AVAILABLE ON BLACKBOARD

- Excerpts from: Fried, R.L. (Ed.). (2003). *The skeptical visionary: A Sarason education reader*. Philadelphia: Temple University Press.
 - Introduction: "Sarason: A Sculptor of Ideas" p. 1-9
 - Chapter 1: "Powerlessness Unanticipated" p. 13-18
- Excerpts from: Hargreaves, A., & Fullan, M. (2009). *Change wars*. Bloomington, IN: Solution Tree.
 - Chapter 7: Noguera, P.A. "Preparing for a New Majority: How Schools Can Respond to Immigration and Demographic Change. P. 163-184

- Chapter 13: Fullan, M. “Have Theory, Will Travel: A Theory of Action for System Change” p. 275-293.
- Excerpts from: Fullan, M. (2006). *Turnaround leadership*. San Francisco: Jossey-Bass.
 - Chapter 3: “Change” p. 35-67
 - Chapter 2: “Turning Schools Around” p. 17-33
- Excerpt from: Breunlin, D.C., Schwartz, R.C., & Mac Kune-Karrer, B. (1997). *Metaframeworks: Transcending the models of family therapy*. San Francisco: Jossey-Bass.
 - Chapter 2: “Metaframeworks Perspective” p. 19-54
- Breunlin, D.C. (1999). Toward a theory of constraints. *Journal of Marital and Family Therapy*. 25 (3) 365-382
- Excerpts from: Hargreaves, A., & Fink, D. (2005). *Sustainable leadership*. San Francisco: Jossey-Bass
 - Introduction: “Sustainability and Unsustainability: The Choices for Change” p. 1-22
 - Conclusion: “Sustainability in Action: A Meal Not a Menu” p. 251- 273
- Excerpts from Despres, B. (Ed.) (2008). *Systems thinkers in action: A field guide for effective change leadership in education*.
 - Chapter 4: Adelman, H.S., & Taylor, L. “School Improvement: A Systemic View of What’s Missing” p. 55-76
 - Chapter 5: Alsbury, T.L. “The Crucible of Reform: The Search for Systemic Leadership” p. 77-108

10/6 & 13 (6 & 7)

Part 2: Systems consultation for school innovation/improvement/program development at a “micro” level

1. Creating, communicating, and supporting a vision
2. Systems analysis
 - a. Problem definitions
 - b. Design tools to establish *baseline data* and *measure change* at various intervals
 - c. Assess potential *resources* and *barriers*
3. Devise plan (consistent with problem conceptualization)
 - a. Actions
 - b. Responsibilities
 - c. Progress monitoring and outcome criteria
 - d. Timelines
 - e. Support mechanisms
4. Implement plan
5. Manage resistance, resignation, or apathy

Readings:

NASP Best Practices V: 54, 55, 58

ARTICLES AVAILABLE ON BLACKBOARD

- Adelman, H.S., & Taylor, L. (2007). Systemic change for school improvement. *Journal of Educational and Psychological Consultation*, 17 (1), 55-77.
- Bambara, L.M., Nonnemacher, S., & Kern, L. (2009). Sustaining school-based individualized positive behavior support: Perceived barriers and enablers. *Journal of Positive Behavior Interventions*, 11 (3), 161-176.

- Collinson, V., Cook, T.F., & Conley, S. (2006). Organizational learning in schools and school systems: Improving learning, teaching, and leading. *Theory into Practice*, 45 (2), 107-116.
- Grimes, J., Kurns, S., Tilly III, W.D. (2006). Sustainability: An enduring commitment to success. *School Psychology Review*, 35 (2), 224-244.

Assignment Due: Literature Review regarding Systems Change Consultation [10/6]

10/20 (8)

Part 2 con.:

Systems consultation at “micro” level – Dysfunctional Systems and Resistance to Change

6. Becoming a change agent in limiting environment
7. Sustaining Change and New Program Development
8. Build resource capacity

Narratives of Practical Case Examples

9. Instructor’s experiences
10. Guest Psychologist Practitioners’ Case Examples (scheduled as psychologists are available)
11. Student observations from practicum experiences

Assignment Due: Systems Consultation Project [10/20]

10/27 (9)

Supervision: Setting Ground Rules

1. Reflections on own experiences as supervisee
2. Definitions of supervision
 - a. What is supervision?
 - b. What are goals of supervision?
3. Building an effective supervisory relationship
 - a. Written contracts
 - b. Supervisor interpersonal skills and relationship building
 - c. Assessment and goal setting
 - d. Developmental perspective
 - e. Accountability and confidentiality

Supervision: Accountability and Recordkeeping (and liability protection)

1. Systematic review of all intern casework
2. Written outline by intern to prepare for supervision
 - a. Case status review
 - b. Successes and progress
 - c. Challenges and problems
 - d. Skill development
3. Supervisor progress notes
4. Sample forms

Readings:

NASP Best Practice V: 124

Harvey, V.S., & Struzziero, J.A. (2008). Ch.: 1,2,4,5

ARTICLES AVAILABLE ON BLACKBOARD

Berger, S.S., & Buchholz, E.S. (1993). On becoming a supervisee: Preparation for learning in a supervisory relationship. *Psychotherapy*, 30, 86-92.

McIntosh, D.E., & Phelps, L. (2000). Supervision in school psychology: Where will the future take us? *Psychology in the Schools*, 37, 33-38.

Assignment Due: Personal Reflection Regarding Supervision Experience [10/27]

11/3 (10)

Models and Methods of Supervision

1. Foundation in what we know about “Psychology of Learning”

2. MODELS

- a. Overarching *Developmental Perspective*
- b. Varied emphasis on process vs. content vs. specific skill development vs. case management
- c. Models based on psychotherapeutic theories
- d. *Systemic or ecological models*
 - i. Holloway’s SAS Systemic model
- e. *Discrimination Model* (Bernard & Goodyear)
 - i. “*Technical Eclecticism*”
- f. *Integrative Models*
 - i. what works for whom under what circumstances
- g. A School Psychology-specific Model
 - i. Structure supports learning
 - ii. Psychoeducational approaches are most consistent with context of the school
 - iii. Maintain developmental perspective and assess intern progress within that perspective
 - iv. Build upon assumption that diversity of school psychology roles requires diverse skill set
 - v. Expose intern to training at three levels of population triangle
 - vi. Focus on linkage between theory, research, and practice

Readings:

Harvey, V.S., & Struzziero, J.A. (2008). Ch.: 7,8,9

ARTICLES AVAILABLE ON BLACKBOARD

Falender, C.A., Cornish, J.A.E., Goodyear, R., Hatcher, R., Kaslow, N.J., Leventhal, G., Shafranske, Sigmon, S.T., Stoltenberg, C., & Grus, C. (2004). Defining competencies in psychology supervision: A consensus statement. *Journal of Clinical Psychology*, 60, 771-785.

Hatcher, R.L., & Lassiter, K.D. (2007). Initial training in professional psychology: The practicum competencies outline. *Training and Education in Professional Psychology*, 1, 49-63.

Assignment Due: Literature Review Regarding School Psychology Supervision [11/3]

11/10 & 11/17 (11 & 12)

3. METHODS

- a. Contexts: Individual – Group – Peer Collegial Consultation – Mixed Format
 - b. Supervisory activities
 - c. Supervision of Core School Psychology Roles and Activities
 - i. Cognitive and Academic Development
 - ii. Behavioral, Social, and Emotional Development
 - iii. *Crisis Intervention*
 - iv. Parent Conferences and Family Interventions
 - v. Collaboration with external mental health professionals
4. **Evaluation** of Trainee and Supervisor
- a. Ground rules at start
 - b. Continuous process
 - c. Formative and summative
 - d. Principles of effective feedback
 - e. Foster self-monitoring
 - f. Gatekeeper role
 - g. Letters of Recommendation

Readings:

Harvey, V.S., & Struzziero, J.A. (2008). Ch.: 10,11,12
 NASP Best Practice V: 47

ARTICLE AVAILABLE ON BLACKBOARD

Bahr, M., Patrizio, M., Ledyard, B., Vente, D., Litchfield,, A., Reeves, C., & Fitzhenry, P. (1996, March). *Structured group supervision: A model for supervisors of school psychology students and practitioners*. Paper presented at the annual meeting of the National Association of School Psychologists, Atlanta, GA.

Assignment Due: Ethical Dilemma #1 [11/10] and #2 [11/17]

12/1 (13)

5. Multiculturally Competent Supervision

- a. Addressing cultural differences in supervision and practice
- b. Cross cultural problem-solving among student peers
- c. Other diversity issues

6. Legal and Ethical Issues in Supervision

- a. Core Ethical Principles and “Standard of Care”
- b. Special education and other school legal mandates
- c. Core risk management principles
- d. balance among ethics, legality, and liability management

Readings:

Harvey, V.S., & Struzziero, J.A. (2008). Ch.: 3,6
 NASP BP V: 121, 122

ARTICLE AVAILABLE ON BLACKBOARD

Crespi, T.D., & Dube, J.M.B. (2005). Clinical supervision in school psychology: Challenges, considerations, and ethical and legal issues for clinical supervisors. *The Clinical Supervisor*, 24, 115-135.

12/8 (14)

7. Supervisor Professional Development

- a. Supervision specific training
- b. Collegial consultation
- c. Attainment of competency at all three levels of service delivery in both academic and behavioral/social/emotional domains

8. Supervision of Professional Certified Psychologists

- a. Team building
- b. Appropriate comprehensive service provision
- c. Professional development to promote state-of the art evidence-based psychological service delivery
- d. Advocacy for educational centrality of psychological services
- e. Budget battles: persistence in supporting appropriate psychology representation in staffing plans

Readings:

Harvey, V.S., & Struzziero, J.A. (2008). Part III

NASP BP V: 125, 126

12/15 (15)

Putting it All Together: Doctoral Level School Psychologists as Educational Leaders

- 1. Professional advocacy
- 2. Program development
- 3. Administration and Supervision of services
- 4. Community resource capacity building and linkage

Assignment Due: Summary Reflection and Integration Paper [12/15]