COURSE OBJECTIVES
This is an advanced course for doctoral level students. The course has two separate, but related, themes: Systems Consultation and Supervision of School Psychology. First, students will develop a working understanding of organizational development consultation, program development, and agency for systems change. 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 and change agent 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 effective supervision practices (ISBE/NASP Standard 6);
- Evaluate and promote school psychological services (ISBE/NASP Standards 6 & 1);
- Engage in needs assessment and program evaluation (ISBE/NASP Standards 6, 1, & 9); and
- Promote job satisfaction (ISBE/NASP Standards 6 & 10).

A course centered on systems consultation and clinical supervision will necessarily discuss applications to the 10 practice domains in the NASP Model for Comprehensive and Integrated School Psychological Services.

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.

IDEA Objectives for Course Evaluation
- Learning fundamental principles, generalizations, or theories, i.e., principles of system change, program development, and organizational consultation and principles, theories, and models for clinical supervision within school psychology
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course, i.e., skills for system consultation, school improvement, and program
development and skills for clinical supervision within school psychology

- Learning to apply course material (to improve thinking, problem solving, and decisions), i.e., organizational problem-solving and program development and application of problem-solving methods within school psychology supervision

REQUIRED TEXTS


Additional required readings are listed in the Course Outline or will be announced in class and will be posted on Sakai or available on Room Reserve in the Water Tower Campus Library. These will include a series of articles and chapters from various sources on Best Practices for Psychological Services, 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.

ADDITIONAL RECOMMENDED RESOURCES

(All Required and Recommended Texts are on Room Reserve in 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 well and with rigor; (i) 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 and research perspective and explore how to facilitate such change in a socially just 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. The impact of diversity in organizational consultation and in clinical supervision will be specifically explored.

**CLASS COMMUNICATION**

*Email and Sakai will be the main method of communication with students enrolled in this course.* Since Sakai 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. Instructor phone contact information will be provided in
class.

**DISPOSITION**

Loyola’s SOE values professionalism, fairness, and the belief that all students can learn. 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. Dispositions will be assessed each
semester according to the forms available in the Student Handbook. Assessing core dispositions including
professionalism, fairness and the belief that all students can learn are important considerations in
individual professional development.

**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/](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.

**SYLLABUS ADDENDUM LINK TO UNIVERSITY POLICIES:** Academic Honesty,
Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, and Electronic
Communication

University and School of Education policies and procedures regarding Academic Honesty, Accessibility,
the SOE’s Conceptual Framework of *Professionalism in Service of Social Justice*, the EthicsLine
Reporting Hotline, and Electronic Communication apply to all courses and are available at the following
link: Syllabus Addendum Link: [http://luc.edu/education/syllabus-addendum/](http://luc.edu/education/syllabus-addendum/)

**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.
(150 pts)

3. **Readings Log: Personal Reflection and Integration of Literature on Systems Change and Supervision of School Psychology:**
   a. Maintain a cumulative log or journal highlighting your personal reflections and integration of assigned readings (course texts and journal articles you are assigned to present and facilitate discussion in class). This log is not meant to be a full summary of readings, but rather your brief crystallization of key points you found personally relevant. It can be in paragraph or outline form. Each section should close with questions generated (if applicable) and a concluding comment(s) on implications for your practice as a change agent, program developer, supervisor, or supervisee.
   b. Email your log each week before class. Use either Microsoft Word or Google Doc formats. These reflections and questions may be shared and discussed in class, but I will return comments to you in the margins of your log as well.
(150 pts) [Due each week before class – email transmission]

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 or need to be addressed placing it within the context of “Best Practices”
   c. Develop an assessment tool to establish baseline data and to measure change, thus anticipating progress and outcome monitoring
   d. Design a plan for change (Link the plan for change to the conceptualization of the problem)
   e. Project actions to ensure sustainability of the project beyond pilot stage. Include any “capacity building” requirements.

   This project will involve both a written product and a presentation in class. This project involves a simulation. It is not possible within the time constraints of a semester to implement this change project.
(300 pts) [Due 10/14]

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) [Due 10/21]

6. **Ethical Dilemmas:** Written response and leadership in class discussion regarding two instructor assigned ethical dilemmas in the context of school psychology supervision.
(100 pts) [#1 due 11/17 (written and presented) & #2 due 11/19 (presentation only)]

7. **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, your own projected career aspirations, and your approach to supervision both as a supervisor and as a supervisee.

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) [Due 12/9 or day before last class session]

Scoring rubrics and specific guidelines for assignments will be posted on Sakai 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:

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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.
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

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

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


9/17 – No class – rescheduled for week of 9/21 date and time to be determined

Class session in week of 9/21 TBD (4) & 9/24 (5)

**Advanced Systems Consultation to Achieve Best Educational Practice**

**Part 1: 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:**
• Forman (Ch. 1-6 for Class #4; Ch. 7-10 for Class #5)

10/1 (6)
**Part 1 con.:**
**Systems consultation at “micro” level – Dysfunctional Systems and Resistance to Change**

1. Becoming a change agent in limiting environment
2. Sustaining change and new program development
3. Building resource capacity

**Narratives of Practical Case Examples**

1. Instructor’s experiences
2. Guest Psychologist Practitioners’ Case Examples (*scheduled as psychologists are available*)
3. Student observations from practicum experiences

**Readings:**
Part 2: 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, Adelman & Taylor, 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:
- Hargreaves & Fullan (Ch. 1-5 for Class #7 & Ch. 6-7 for Class #8)

CHAPTERS AND ARTICLES LISTED BELOW ARE AVAILABLE ON SAKAI

  - Chapter 7: Noguera, P.A. “Preparing for a New Majority: How Schools Can Respond to Immigration and Demographic Change.” P. 163-184
  - Chapter 3: “Change” p. 35-67
  - Chapter 2: “Turning Schools Around” p. 17-33
  - Conclusion: “Sustainability in Action: A Meal Not a Menu” p. 251-273
  - Chapter 1: “The Causes and Consequences of Youth Violence, Substance Abuse, and Community Violence”, p. 9-26

Assignment Due: Systems Consultation Project [10/15]
10/22 (9)

**Supervision in School Psychology: Current Perspectives and Core Principles**

1. New priorities and focus
   a. NASP: all school psychologists should have access to clinical supervision
   b. APA: all doctoral candidates should be trained in supervisory skills

2. Defining a specific supervisory skill set

3. Focus on supervisee competencies and monitoring the outcome of supervision

4. Supervisory practice influenced by APA, NASP, APPIC, ASPPB, and various state licensing boards

5. Core principles guiding supervisory practice

**Clinical Supervision: Definition, Roles, Responsibilities**

1. Purpose and goals of supervision

2. Roles and responsibilities of supervisors and supervisees

**The Character of Effective Supervisory Relationships**

1. Reflections on own experiences as supervisee

2. Interpersonal process impacted by *personal attributes, professional skills, and process skills*

3. Building an effective supervisory relationship
   a. Review of available data on effective supervision
   b. Effective supervisory practices
      i. Written contracts
      ii. Supervisor interpersonal skills and relationship building
      iii. Assessment and goal setting
      iv. Developmental perspective
      v. Ecological perspective and sensitivity
      vi. Accountability and confidentiality
      vii. Routine processing of the supervisory relationship

**Readings:**

- Harvey & Struzziero (Ch. 1, 2)
- Newman (Ch. 1, 4)

**ARTICLES AVAILABLE ON SAKAI**


**Assignment Due:** Personal Reflection Regarding Supervision Experience [10/22]

**10/29 (10) & 11/5 (11)**

**The Developmental/Ecological/Problem-solving Model (DEP)**

A School Psychology-specific Model: “Developmental-Ecological-Problem-solving Model” *(DEP)* of supervision: “Supervision is a structured developmental process that prepares trainees for professional competence. Training occurs within multiple systemic contexts and teaches intervention strategies that address each relevant context. Trainees are prepared to apply problem-solving methods that utilize data-based decision processes and employ evidence-based intervention strategies.”

1. Structure supports learning
2. Supervision as a developmental process toward professional level functioning
3. Maintain developmental perspective and assess intern progress within that perspective
4. Build upon assumption that diversity of school psychology roles requires diverse skill set
5. Expose intern to training at all three levels of population triangle
6. Understand cultural, diversity, and systemic issues
7. Plan interventions to address both individual and context
8. Problem-solving requires the application of evidence-based intervention strategies and a focus on outcomes
9. Focus on linkage between theory, research, and practice

**Developmental Component**

**Setting Ground Rules**

1. Written contracts
2. Assessment and goal setting

**Structure to Support Training: Accountability, Recordkeeping, and Risk Management**

1. Systematic review of all intern casework
2. *Supervision Session Planner:* Advance preparation for supervision
   a. Case status review
   b. Successes and progress
   c. Challenges and problems
   d. Skill development
3. Documentation and accountability
   a. Supervisor progress notes
   b. Case notes
   c. Intervention plans

**Methods of Supervision**

1. Foundation in what we know about psychology of learning
2. Importance of Multi-method supervision
4. Coordinating multiple supervisors and university trainers

**Feedback and Evaluation** (of Supervisee and Supervisor)
1. Ground rules at start
2. Continuous process
3. Formative and summative
4. Principles of effective feedback
5. Foster self-monitoring
6. Gatekeeper role
7. Letters of Recommendation
8. Transitional goal setting for professional development

**Readings:**

Harvey & Struzziero (Ch. 7, 9)
Newman (Ch. 6)

**ARTICLES & DOCUMENTS AVAILABLE ON SAKAI**

- ISPIC Contract and Forms Packet (Rev. 8.13)
- ISPIC Internship Plan (2009)

**11/12 (12)**

**Ecological Component**
1. Understanding, respecting, and supporting the full range of diversity
2. Addressing diversity in supervision and practice
3. Understanding cultural contexts and their influence on practice
4. Leadership training for program development and systems change
5. Multi-systemic interventions

**Problem-solving Component**
1. Data-based decision making
2. Linking assessment to intervention to outcome
3. Application of evidence-based interventions
4. Collaborative multi-disciplinary problem-solving teams
5. Multi-tiered interventions
6. Case conceptualization to intervene with individual and context (classroom, family, school, and community)

**Readings:**

Harvey & Struzziero (Ch. 3)
Newman (Ch. 7)
ARTICLES & DOCUMENTS AVAILABLE ON SAKAI


11/19 (13)

Legal and Ethical Issues in Supervision
1. Core Ethical Principles and “Standard of Care”
2. Social justice framework for ethical decision making
3. NASP and APA Ethical Codes
4. Legal principles impacting professional and supervisory practice
   a. Confidentiality, informed consent, management of multiple relationships, duty to warn…
   b. Special education and other legal mandates applicable to school practice
5. Core risk management principles
6. Ethical decision making in challenging circumstances

Readings:
Harvey & Struzziero (Ch. 6)

ARTICLES & DOCUMENTS AVAILABLE ON SAKAI

- NASP Principles in Professional Ethics (2010)
- APA Ethical Principles of Psychologists and Code of Conduct (2010)

Assignment Due: Ethical Case #1 due 11/17 (Paper and Presentation) and Ethical Case #2 due 11/19 (Presentation only)

12/3 (14)

Supervisor Professional Development
1. Supervision specific training
2. Collegial consultation: Metasupervision
3. Attainment of competency at all three levels of service delivery in both academic and behavioral/social/emotional domains

Supervision of Professional Certified Psychologists
1. Team building
2. Appropriate comprehensive service provision
3. Professional development to promote state-of-the-art evidence-based psychological service delivery
4. Advocacy for educational centrality of psychological services
5. Budget battles: persistence in supporting appropriate psychology representation in staffing plans
The Proactive Intern
1. Implications of course material on intern behaviors
2. Reflections on what students want in terms of training and supervision within their upcoming internships

Self-Care
1. Modeling and monitoring by supervisors
2. Life-Work balance and stress management

Readings:
Harvey & Struzziero (Ch. 13, 15)
Newman, (Ch. 5, 8)

ARTICLES AVAILABLE ON SAKAI
12/10 (15)*

Closure and termination in supervisory relationships
- Processing supervisory relationships
- Feedback to supervisor from supervisee
- Defining next step professional development goals for supervisee

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

Readings:
Newman (Ch. 10)

DOCUMENT AVAILABLE ON SAKAI

Assignment Due: Summary Reflection and Integration Paper [12/9 or on day before last class]

* The summative discussion, closure activities of this class, and final assignment may be moved to an earlier date. The class will discuss preferences and options.