Instructor: Laura Swanlund, Ph.D., LCP  
Office hours: By appointment  
Email: lswanlu@luc.edu  
In-person meetings: 10/12 and 11/16

Course Description
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 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. Second, students will learn how to deliver effective supervision practices for school psychologists.

Course Objectives

The following three IDEA objectives are considered essential in this course:

1. Learning fundamental principles, generalizations, or theories
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

In addition, upon completion of the course, students will be able to:

- 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)
- Contribute to the development of a new model of organizational change within the schools (ISBE/NASP Standard 6)
- Develop an understanding of effective supervision practices (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)
- Promote job satisfaction (ISBE/NASP Standards 6 & 10)
School of Education’s Conceptual Framework
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just professionals. The case studies used in this course illustrate how consultation and supervision can illuminate issues of social justice In addition, the topics covered in this course also add to students’ ability to understand the diversity of perspectives that educators use to address social problems. [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

Conceptual Framework Standards Assessed in this Course
CF1 - Candidates demonstrate meaningful actions towards social justice and service to others.
CF8 - Candidates apply ethical principles in professional decision-making

In addition, 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 a socially just manner that is respectful of diverse viewpoints

Diversity
In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Dispositions
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. Dispositions will be assessed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions including, professionalism, fairness and the belief that all students can learn are important considerations in individual professional development.

Syllabus Addendums
For information on academic honesty, accessibility, the ethics reporting hotline, and electronic communication policies and guidelines please refer to the syllabus addendum website: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)
Methods of Instruction
This course will consist of online, voice-narrated power point lectures, readings, group discussion posts, student lead discussions, and assignments. There will be two in-person meetings during the course. See calendar on page 9 for details.

Required Text

*All required text are on reserve at the WTC Lewis Library. In addition, I have posted the chapters we will be focusing on each text in Sakai.

Therefore, you will be fine if you do not purchase these texts. I would, however, recommend purchasing Harvey & Stuzziero (2008) if you anticipate ever leading a department or evaluating school psychology services. I’d also recommend Doll & Cummings (2008) if you see yourself doing mental health systems consultation. There are many great chapters in both of these books, and for this class we are only focusing on a couple.


Additional required readings are listed in the Course Outline, 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 on-line discussion.
Highly recommended but not required text

*The following two books are highly recommended. We will be referencing them during our in-person meetings, but it is not required that you read them for our meetings. These are not scholarly texts. They are used as professional learning community resources amongst administrators because they cover two important and difficult aspects of leadership. They are interesting and quick to read. You can find them for $10 or less online.


Format the online course

The course calendar on page 9 details the topic for that week. This course will be a combination of assignments, on-line discussions, and short reflections. There will be 8 group discussions, with 6 being lead by classmates. I will post powerpoint lectures or tutorials on the beginning of each week (Sunday), and will answer questions throughout each discussion. At the end of the discussion I will provide a final synopsis of the concept at the end of each discussion on Sunday, and detailed individual feedback to you through the gradebook or by email.

During weeks when there is no discussion you will read and review the information posted in Sakai, and often there is an assignment due that week by Friday. Two classes will be in-person.

Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Each</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Introduction Post</td>
<td>5 points (x1)</td>
<td>5 points</td>
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<tr>
<td>Discussion Leader</td>
<td>50 (x1)</td>
<td>50 points</td>
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<tr>
<td>Discussion Responses</td>
<td>20 points each (x6)</td>
<td>120 points</td>
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<tr>
<td>Ethics Discussion</td>
<td>25 points (x1)</td>
<td>25 points</td>
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<tr>
<td>Personal Reflections</td>
<td>50 points each (X2)</td>
<td>100 points</td>
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<tr>
<td>Systems Consultation Project</td>
<td>125 points (X 1)</td>
<td>150 points</td>
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<td>Total Points: 450</td>
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<td>Percent of Possible Points</td>
<td>Grade</td>
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<td>93-100</td>
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<tr>
<td>90-92</td>
<td>A-</td>
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<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
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<td>73-76</td>
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<td>70-72</td>
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<td>67-69</td>
<td>D+</td>
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<td>60-66</td>
<td>D</td>
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<td>&lt;60</td>
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**Assignment details:**
Assignments must be completed on time and submitted via Sakai on the dates noted. Ten percent of the total points possible will be deducted for each day past the due date. All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition. Please contact me prior to any late submissions.

**Introduction on Discussion Board:** A portion of your participation grade will be based on the completion of a post to the Discussion Board introducing yourself to the class. This will consist of a brief description of yourself, your current practitioner role, and experience with systems consultation and supervision. The information will help you connect with your fellow classmates.

**On-Line Discussion:** During this course there will be class discussions on Sakai through the Forum. You need to participate in the discussions, and I will be monitoring your written responses. For the first discussion I will post a question based on the reading that applies to your work as school psychologists. 6 discussions will be lead by 2-3 peers. This means that each of you will lead one discussion with 1-2 of your classmates. We will determine which discussion you will lead at the start of the course.

**Requirements for Discussion Leaders**
As a discussion leader you will read all of the literature for that week posted in Sakai, and you may choose to add other sources. You will formulate a discussion question as a group, and provide directions for your peers on which reading(s) to focus on for the discussion. By Sunday of the week for your discussion you email me your question(s) with a brief 2-3 sentence introductory overview of the topic. The purpose of this introduction is to help your classmates think critically about the topic before answering the discussion question. I will then post the question(s) before Monday.
During the discussion the leaders will all monitor the discussion. Leaders will each reply to a minimum of 2-3 initial responses to ensure that at least one discussion leader replied to each initial response. The discussion leader should encourage thoughtful analysis, and therefore may have more than 3 posts in a thread.

Requirements for responding to a discussion question – initial response
Your responses to each of the discussion questions should be thoughtful, providing evidence that you have read and thought about the required reading or posted content (provide citations). The discussion posts should answer each part of the question, reference the literature related to this topic, and apply the content to the field of school psychology. For discussions with more than one question, you only need an initial response to one question. Please spread out your initial responses so that each question has a thoughtful discussion. Initial response to the discussion thread is due Wednesday by 11:59pm.

Responding to peers (for discussion participants)
Each student must provide a brief response to a minimum of two posts by peers. These responses should be at least 3 sentences in length, and provide a thoughtful analysis of the discussion thread. It is recommended that you ask follow up questions to encourage continued original thought and analysis. Posting a message saying “I agree with person X” with no additional elaboration or logical argument is not an acceptable message. The responses to peers are due by 12pm on Friday.

I will post a final summary and group feedback on Sunday, and provide feedback through gradebook or email to each student.

Ethics Discussion: The ethics discussion will follow the same discussion format in that there will be an initial response to a question and response to peers. For this discussion, however, ethical dilemmas will be posted that you will discuss. There is no discussion leader. This discussion is worth a few more points than the others given the in-depth nature of the dilemmas and necessary response.

Personal Reflections: You will be writing two personal reflections. One will be in response to systems consultation, and the second will be in regard to supervision. For each reflection you will be answering the following questions:

1) What did you learn from the readings and discussions that you will continue to do?
2) What challenged you to do something differently in your work as a school psychologist?
2) How might you begin to integrate this new action into your practice?
3) What factors would support your making this change and what factors might be challenges to implementing the change?
4) What potential outcomes might you anticipate in the change?
Each reflection will be around 4-5 pages double-spaced. Be sure to cite the readings as appropriate. A detailed rubric is posted in Sakai.

Systems Consultation Project: The largest portion of your points for this course will derive from the consultation project. This assignment will be discussed at length during the course. It will consist of a proposed systems change project that will include a plan for supervision/coaching of staff.

Analyze a grade level, school level or district level problem that can be defined in terms of a data-based demonstrated need. Propose a systems level change program including the following steps:

• Describe the system being analyzed.

• Operationally define the problem or need placing it within the context of “Best Practices.” Provide baseline data used to identify the need.

• Design a plan for change. Provide an implementation timeline including action steps at each stage. Attach any implementation templates.

• Describe how the project will be monitored and evaluated.

• Describe plans for consultation and providing supervision. Attach any communication tools or templates that will be used.

This project will involve both a written product and a summary overview presentation of your project in process during both class meetings. While this project is a simulation (it is not possible within the time constraints of a semester to complete it), the project should be related either to your dissertation work or to your daily practice. It will probably be around 10-15 pages in length. A detailed rubric is posted in Sakai.

Online Course Requirements
From reading this syllabus it should be clear that the online classroom differs from the live-taught. As such, there are certain expectations and guidelines we must follow in order to ensure academic achievement. The following describes an explicit however non-exclusive list of expectations to ensure a successful semester:

- Reliable internet access
- Be able to download and attach files
- Microsoft Office Package
  - Microsoft Word
  - Microsoft Excel
  - Microsoft PowerPoint
- Adobe Flash Player

*Access to Software* – All are available for free download if needed this semester.
In addition to hardware access and software utilization, the following represent factors that facilitate a productive and effective online learning experience. (Material adapted from the University of Wisconsin Online website on Online Etiquette. [http://online.uwc.edu/technology/Etiquette.asp](http://online.uwc.edu/technology/Etiquette.asp))

- Tone down your language. Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.

- Keep a straight face. In general, avoid humor and sarcasm. These frequently depend either on facial or tone of voice cues absent in text communication or on familiarity with the reader.

- Be forgiving. If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.

- The recorder is on. Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded and they do reflect on you; your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.

- Test for clarity. Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, then even better.

- Netspeak. Although electronic communication is still young, many conventions have already been established. DO NOT TYPE IN ALL CAPS. This is regarded as shouting and is out of place in a classroom. Acronyms and emoticons (arrangements of symbols to express emotions) are popular, but excessive use of them can make your message difficult to read.
## Course Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Area</th>
<th>Readings Due this Week</th>
<th>Assignments due by 11:59pm Friday of that week. Discussion questions are posted on Monday. Initial response to due by Wednesday, two responses to peers by 11:59pm Friday.</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Week of 8/24</td>
<td>Get familiar with Sakai and read syllabus</td>
<td>Post to Discussion Board</td>
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<td>Why we need systems consultation – School Reform</td>
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<td>Contemporary practices in systems change</td>
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<td>Systems consultation to improve organizational culture (macro)</td>
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<td>School level consultation and Sustainability</td>
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<tr>
<td>Week</td>
<td>Topics</td>
<td>Readings</td>
<td>Notes</td>
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| 6 | Core competencies of systems consultants | Augustyniak (2013)  
Codding, Sanetti, Reed (2014)  
Eckert, Russo & Hier (2014)  
Coaching materials posted in Sakai | Discussion 5 |
| 7 | Exploring educational system change models | Review Models posted in Sakai | Consultation Reflection Due |
| 8 | In-Person 10/12 Communication and resistance to change  
Summary presentations of potential topics for consultation project | Stone, Patten & Heen (2000) recommended | Oral summary of consultation project topic. Nothing will be handed in. |
| 9 | Effective Supervision | Simon et. al (2014)  
Review Harvey & Struzziero (2008) Ch 1-5  
Sullivan et. al. (2014)  
Hatcher & Lassiter (2007)  
Newman (2013) ch 6 | Discussion 6 |
| 10 | Core competencies of supervision | Falender etl. Al (2004)  
Daly et al. (2011)  
Newman (2013) ch 7 | Discussion 7 |
| 11 | Ethical and Legal issues | Crespi & Dube (2005)  
Phelps & Swerdlik | Ethical Dilemmas discussion |
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<thead>
<tr>
<th>Week</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>11/2</td>
<td></td>
<td>(2011)</td>
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<tr>
<td></td>
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<td>✓ Scenarios posted on Sakai</td>
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<tr>
<td>13 Week of 11/16</td>
<td><strong>In person 11/16:</strong> Giving and receiving feedback Summary presentations of progress with consultation projects</td>
<td>✓ Stone &amp; Heen (2015) recommended Oral summary of consultation project progress. Nothing will be handed in.</td>
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<tr>
<td>14 Week of 11/23</td>
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<td><em>No Class – Thanksgiving Break</em></td>
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<tr>
<td>15 Week of 11/30</td>
<td>Supervisor Professional Development</td>
<td>✓ Harvey &amp; Stuzziero (2008) part III Optional: Draft of consultation project</td>
</tr>
<tr>
<td>16 Week of 12/7</td>
<td>NO CLASS</td>
<td>SYSTEMS CONSULTATION PROJECT DUE 12/11 by 11:59pm</td>
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