Instructor: Kathy Pluymert, Ph.D., NCSP  Time: Blended – Online and Classroom
Work/Office Phone: 847-963-3106
Email: kpluyme@luc.edu
Office Hours: By Appointment

COURSE OBJECTIVES

This is an advanced course for doctoral level students. The course has two separate, but related, topics: Systems-level Consultation and Supervision in School Psychology.

- First, students will develop a working understanding of System-level Consultation and approaches in facilitating and sustaining systems change in school settings. Systems level consultation will be applied to both instructional and school-based mental health programming and to the delivery and supervision of school psychological services.
- Second, students will understand the skill set and responsibilities in providing skill based and administrative supervision for school psychologists. These skills can be applied to supervising school psychologists at pre-service levels (practicum and internship) as well as providing supervision in the context of peer supervision or as a school psychology supervisor.

Specifically, students will:

- Explore various models and methods of organizational change (ISBE/NASP Standards 6 & 2);
- Learn to analyze situations and settings and plan for organizational change in the context of school settings at the district, school and classroom level (ISBE/NASP Standards 6, 1, & 2);
- Explore intervention ideas and program evaluation techniques for specific organizational change projects (ISBE/NASP Standards 6, 1, & 3); and
- Apply organizational development model and systems change to a school based problem

In addition, students will learn to:

- Develop an understanding of effective supervision practices (ISBE/NASP Standard 6);
- Evaluate and promote school psychological services (ISBE/NASP Standards 6 & 1);
- Complete applied research and/or program evaluation (ISBE/NASP Standards 6, 1, & 9); and
☐ Develop an understanding of NASP practice model and understanding how these can be nurtured during supervision
☐ Apply professional advocacy principles

IDEA Objectives for Course Evaluation

☐ Gaining factual knowledge (terminology, methods, trends)
☐ Learning fundamental principles, generalizations, and discipline specific theories in: principles of system change and consultation; and principles for professional supervision within school psychology
☐ Developing specific skills and competencies required of professionals in school psychology most closely related to this course, i.e., skills for system consultation, program development and skills needed for supervision within school psychology
☐ Learning to apply course material (to improve thinking, problem solving, and decisions), i.e.,

REQUIRED TEXTS


NOTE: Additional recommended readings will be sent via email and/or will be posted on Sakai. It is the instructor's commitment to adapt readings to student responses and needs identified during the course of this semester.

School of Education Conceptual Framework

The School of Education, as part of a Jesuit, Catholic University, espouses social justice as a unifying conceptual framework that is designed to prepare teachers and other school personnel to practice "professionalism in the service of social justice" (see below). In concert with the rest of Loyola University Chicago and with the precepts of the Society of Jesus, an effort is made to prepare professionals who understand and seek to advance justice. We prepare individuals to strive toward equity and fairness in their future professional roles. CIEP 466 maintains this focus on social justice
through its core assignments and its explicit focus on seeing students and families within context, be it psychological context, developmental context, cultural context, etc. The four components of the conceptual framework of the School of Education are addressed within the context of four areas of study:

1. Knowledge: candidates pursue justice by being knowledgeable in their specialized disciplines and well educated in general so that they can offer the highest quality of service.
2. Skills: candidates pursue justice by being competent professionals and offering their well-developed skills in the service of others—particularly the sick, the poor, and the young.
3. Ethics: candidates know and practice the ethical standards of their professions.
4. Service: from whatever faith tradition they may come, candidates strive to be "persons for others."

Professionals in 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 School of Education 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 School of Education 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 School of Education develops persons of conscience devoted to the service of others. The faculty of the School of Education 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 know the subjects they teach and how to convey content of those subjects to learners; engage in disciplined inquiry based on informed reason, reflect on experiences of self and others, consider alternative perspectives, and pursue a problem-solving orientation; evidence respect for and ability to respond to differences in learners’ personal, social, economic and cultural experiences; evaluate the effects of their decisions on others (learners, families, and other professionals in the learning community); provide learning opportunities to support all learners’ intellectual, social, and personal development; possess the knowledge and skills to teach all learners well and with rigor; create a learning environment that promotes positive social interaction, active engagement in learning and self-motivation; and maintain standards of professional conduct.

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.

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

**Plagiarism**

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

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

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

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

If you have additional questions, I highly recommend the following interactive tutorial about what is and what is not plagiarism at http://www.indiana.edu/~istd/.

**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/

**EthicsLine Reporting Hotline**

Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here [on-line](http://www.luc.edu/ethicsline) or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others.

www.luc.edu/ethicsline
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/

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.

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.

Technology
The information pertinent to school organizations and instructional leadership constantly changes. Therefore, throughout the course, students will develop and practice skills in locating and using on-line resources critical to these topics.

Electronic Communication Policies and Guidelines
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:  
http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf

CLASS COMMUNICATION

1. Email and Sakai will be the main methods 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. An additional suggestion for iphone users is to add your Loyola account to your email feed by using the Microsoft Exchange link and entering your Loyola account information.

2. A limited number of assignments may require on-line communication such as FaceTime, Skype or Google Hang Out. If these are not available to a student, a conference call or phone communication will be acceptable.

3. In addition, there will be two course meetings during the course to facilitate group conversation, collaboration and application.
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”. Being prepared by completing all assigned readings, 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.

**Weekly Blog Posting – Professional Growth Reflection regarding application of course topic**

Starting in Week 3, you will create a blog post of a weekly written reflection about your application of the weekly course topic that challenged you to do something differently or to see a situation from a new perspective. The entry should address what you learned from the weekly reading assignment that was applicable to school based practice from your own experiences or point of view. The reflection should be at least three well-written paragraphs that address an application of the topic for the week to your school based practice. You must cite references from the reading to demonstrate your point of view. The blog post should focus on illustrating your learning and professional growth as a result of what was read, studied and applied during the course of the week.

A few things to remember about digital citizenship that this experience will simulate: 1) Developing a public electronic professional presence including activities such as blogging and contributing to social networking are becoming increasingly expected from educational leaders. The blog posting is designed to be a simulation of one kind of system level influence that you as a systems change agent can readily do. It is becoming an accepted and recommended professional development practice to follow “Thought Leaders” in the field via Twitter, blogs or other electronic methods. 2) Remember that while this course is an educational experience, please remember to respect the confidentiality and the feelings of the students, teachers, administrators and colleagues that are in your sphere of influence. Use the same care and confidentiality in your blog posts as you would in other aspects of your professional life.

*Please remember to note in your post whether you work in an elementary or high school setting.*

Answer these questions in each blog post as it relates to the weekly topic and related reading assignments:

1) What did you learn from readings that challenged you to do something differently in your work as a school psychologist?
2) How might you begin to integrate this 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?

**DUE – Saturday of each week at midnight for full credit – 20 possible points per week**
2. **Discussion Forum: Begins week 4:**

In addition to writing a blog post for each week, you will be reading the blog post for at least two other students in the class. It would be most beneficial to you if you focused on the blog posts of students who serve in a school similar to yours (e.g. Elementary or High School).

In the discussion forum, you will be asked to share a paragraph or two as a response to something that you found compelling or learned from reading what your classmates shared. It can be a reflection about how your experiences or ideas were the same-or different- from those of the blog posts you read.

While we don’t have the opportunity for a live discussion as often as we would if we were in a weekly class meeting, the on-line discussion forum offers an opportunity to share and reflect on the thoughts and experiences of others who may have similar – or very different- perspectives on the same topic.

**DUE – One week after the blog is posted – Saturday at midnight – 10 possible points per week**

2. **Systems Consultation Project:**

    *NOTE : This will be completed in conjunction with CIEP 466-001.*

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 to be addressed placing it within the context of “Best Practices” and data used to identify the need
- Develop an assessment tool or methodology to establish baseline data and to measure change
- Design a plan for change – including an evidence-based practice from the CIEP 466-001 end of course project.
- Project actions to ensure sustainability of the project beyond pilot stage

This project will involve both a written product and a summary overview presentation of your project in process during a class meeting. 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.

**DUE – Final Week of Class – 150 possible points for this paper**
GRADES

Grades in the course will be assigned as follows:

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<thead>
<tr>
<th>Percent of Possible Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
<tr>
<td>90-92</td>
<td>A-</td>
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<tr>
<td>87-89</td>
<td>B+</td>
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<tr>
<td>83-86</td>
<td>B</td>
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<tr>
<td>80-82</td>
<td>B-</td>
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<tr>
<td>77-79</td>
<td>C+</td>
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<td>73-76</td>
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CONTACTING THE INSTRUCTOR

Please feel free to contact me regarding any questions, concerns, suggestions, difficulties, or challenges that may arise during the course. The easiest way to reach me is through my Loyola email. I have loaded my Loyola email account on to my iphone, so I can always access it. While I do not have an office on campus, I can arrange to meet with you in person, via FaceTime or by phone conference. It’s best to make an appointment through email to set up a time for a conversation.