

**LOYOLA UNIVERSITY CHICAGO  
SCHOOL OF EDUCATION**

**CIEP 466-001: Evidence-Based Interventions  
Fall 2019**

Online

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**COURSE DESCRIPTION**

This course is designed to provide students with an introduction to evidence-based interventions used in school psychological service delivery. Course content includes definitions of evidence-based interventions, processes for identifying evidence-based interventions in school psychology, and a review of well-established evidence-based academic and behavioral interventions used in school-based settings.

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**REQUIRED TEXTBOOKS**

There is no required text for this course. Therefore, all of the course readings will be book chapters and journal articles. The book chapters will be posted on Sakai. Students will search for and download the articles from online databases found at Loyola University's library site.

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**ESSENTIAL COURSE OBJECTIVES**

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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**NASP STANDARDS**

The school psychology program at Loyola University Chicago is a NASP approved EdS program. This course is aligned with NASP Standards for Graduate Preparation of School Psychologists in Domain II to support the development of school psychologists who employ an integrated model of service delivery. Specifically, in this course, students will be expected to learn content aligned to the following standards:

- 2.1 Data-Based Decision Making and Accountability
- 2.3 Interventions and Instructional Support to Develop Academic Skills
- 2.4 Interventions and Mental Health Services to Develop Social and Life Skills
- 2.5 School-Wide Practices to Promote Learning
- 2.8 Diversity in Development and Learning
- 2.9 Research and Program Evaluation

## **APA COMPETENCY BENCHMARKS**

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The school psychology program at Loyola University Chicago is an APA accredited PhD program. This course is aligned with the APA Benchmarks for Competency Development of Psychologists in the areas of:

- 2D Applications based on Individual and Cultural Context
- 6A Scientific Mindedness
- 6C Scientific Foundation of Professional Practice
- 8A Knowledge and Application of Evidence-Based Practice
- 10A Intervention Planning
- 10C Intervention Implementation
- 16A Empowerment

## **METHOD OF INSTRUCTION**

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Students should expect to dedicate 6-8 hours per week on average to completing work for this course. This course will be taught using an online platform via Sakai that will include assigned readings to inform online discussions and quizzes. The course is divided into four consecutive modules and each module is designed for students to complete at their own pace with respect to the due date for each module. Module two is dependent on the completion of module one, module three requires completion of modules one and two, and so on. Therefore, modules must be completed consecutively and cannot be released before another is completed.

Students are also expected to meet at three points in the semester via Zoom in order to explore course content and connect with each other over new learning. These meetings are mandatory and attendance will be monitored. The dates for class-wide meetings are (all meetings will be held at 6pm CST and last 2 hours with the exception of the first meeting, which will be one hour):

**Monday, August 26<sup>th</sup>**

**Wednesday, October 16<sup>th</sup>**

**Monday, December 2<sup>nd</sup>**

## **CLASS COMMUNICATION**

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Email and Sakai will be the primary methods of communication with students enrolled in this course. Because 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 you would rather use,

you may forward emails from your student account to the personal account. Emails will only be sent to Loyola email accounts.

## **DISPOSITIONS**

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Students enrolled in the school psychology program at Loyola University Chicago are expected to demonstrate dispositions of professionalism, inquiry, and social justice throughout their time in the program. Dispositions will be assessed through LiveText and are not factored into a student's grade. The descriptions for the expected behaviors for these dispositions can be found in the rubric posted in LiveText for this course. A description of how faculty uses disposition data in the SOE is included in the SOE syllabus addendum.

## **TECHNOLOGY**

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Technology is an essential tool for developing one's own professional skills and for completing any degree program. In addition to mastering the online learning technology, such as Sakai, Panopto, Zoom, and VoiceThread, this course assumes a basic and practical knowledge of technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail, and downloading Microsoft Word and Acrobat Reader files.

## **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

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The School of Education at Loyola University Chicago supports the Jesuit ideal of knowledge in the service of humanity. Social action through education is addressed within this course. 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. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioners. The framework components fulfilled by this course are:

CFS1: Candidates critically evaluate current bodies of knowledge in their field.

CFS2: Candidates apply culturally responsive practices that engage diverse communities.

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Here is the link to the LUC SOE Conceptual Framework: [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/).

## **DIVERSITY**

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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. Students who display insensitive behaviors to diversity will be provided feedback and, depending on the behavior, may receive a disposition warning.

## PEOPLE-FIRST LANGUAGE

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Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child on the Autism spectrum, instead of “Autistic kid.” See section 3.15 of the Publication Manual of the American Psychological Association for further clarification or the National Inclusion Project for great resources.

## STUDENTS WITH SPECIAL NEEDS

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If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the Student Accessibility Center to ensure your needs are being met at Loyola standards.

## COURSE EVALUATION

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Loyola uses the Smart Evaluation system for course evaluations. Students are encouraged to take the evaluation at the end of the semester to provide feedback based on their experience with the course and instructor. Students will be contacted via email regarding the window for evaluation near the end of the semester. Please take the time to complete this evaluation and provide feedback. For more information on the course evaluation system, refer to the addendum on the last page of this syllabus.

## ASSIGNMENTS

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**Equity Problem of Practice Statement.** After completing the readings and discussions for Module One, reflect on your current school site and identify a problem of practice that is posing a barrier to your school being able to effectively implement evidence-based interventions and relates to an issue of equity or social justice. This should be a problem that you could solve as the school psychologist. Your statement should include data and peer-reviewed research sources to support your assertion of the problem and should target a marginalized population in your school community.

Your paper should be completed as a Word document that is 2-3 pages long using Times New Roman and 12-point font with 1-inch margins and conform to the writing style and formats specified in the *Publication Manual of the American Psychological Association*, 6th edition. Only work submitted via Sakai will be accepted and no work will be accepted via email or in hard copy. Note that papers submitted as PDF or RTF files will not be accepted either. Papers that do not comply with formatting as described will be returned and not be graded.

**Evidence-based Intervention Analysis.** Based on the Problem of Practice statement created for the first assignment, students should identify an intervention by searching one or more of the EBI databases that they could modify in order to address their problem. The purpose of this assignment is to ensure that you know how to interpret the information presented in the

databases and modify interventions for a target population. Therefore, assignments that are written using an intervention not found in a database will receive a failing grade. Upon finding the intervention in one of the databases, students should write a paper that includes the following information:

1. A review of the Problem of Practice statement (from the first assignment)
2. A brief description of the intervention selected including:
  - a. How the intervention is implemented (e.g. necessary components, individual or group, etc.)
  - b. The population and issue that the intervention was designed to target
  - c. The necessary resources for implementation
3. A research-based rationale for why you think this intervention would be helpful in addressing the Problem of Practice
4. A concise but thorough review of the evidence-base, including:
  - a. Number of studies reviewed (should be at least 2)
  - b. The populations that have been included in the evidence-base
  - c. Type of studies reviewed (e.g. quantitative—group or single case, meta-analysis, qualitative)
  - d. Rating of evidence using the language and terms from the database (be sure the explain the range of ratings)
  - e. Your interpretation and view of the evidence and the rating
5. An explanation for how you would modify the intervention that includes a delineation of the components you would change and how they should be changed

Your paper should be completed as a Word document that is 8-10 pages using Times New Roman and 12-point font with 1-inch margins and conform to the writing style and formats specified in the *Publication Manual of the American Psychological Association*, 6th edition. Only work submitted via Sakai will be accepted and no work will be accepted via email or in hard copy. Note that papers submitted as PDF or RTF files will not be accepted either. Papers that do not comply with formatting as described will be returned and not be graded.

**Evidence-based Intervention Action Plan Presentation.** Students should create a voice-narrated PowerPoint presentation to propose a plan for implementation of the intervention described in the Evidence-Based Intervention Analysis assignment. The action plan should incorporate the drivers of Implementation Science and directly apply to their school site used for the Problem of Practice. The following should be included in the presentation:

1. The Problem of Practice statement
2. A description of the intervention as described in the previous assignment
3. A research-based rationale for why you think this intervention would be helpful in addressing the Problem of Practice
4. A plan for implementation of the intervention based on Implementation Science

Presentations should be between 15-20 minutes long and professionally formatted with all sources cited as specified in the *Publication Manual of the American Psychological Association*, 6th edition. Upload completed presentations to VoiceThread as a video before the specified due date. Students are expected to review their presentation before posting to ensure that

their voice is clear and audible. Presentations that do not comply with formatting as described will not be graded.

**Online Engagement.** Each module is comprised of various activities that students can complete at their own pace within a certain time period. The estimated time required to complete each module will be provided at the beginning of each module. Within each module, students will be expected to apply the assigned readings through in depth discussions on the Forum in Sakai. Students are responsible for keeping track of the due dates for completing each module. Failure to complete an activity by the respective due date will result in a deduction of 10 points for each incomplete activity from the online engagement grade.

## EVALUATION & GRADING PROCEDURES

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Grades will be assigned based on one's collective performance on graded assignments and engagement online with the course. Both reflection papers will be graded using a rubric that clearly indicates the criteria for grading in order to provide consistency and transparency. These rubrics are provided at the end of this syllabus. The rubric for each assignment is also posted in Sakai for the respective assignment. *Students are responsible for asking questions and seeking further clarification if the expectations for the assignment are unclear.* The components of one's grade are as follows:

Assignment	Points Possible
Equity Problem of Practice Statement	100
Evidence-Based Intervention Analysis	100
Implementation Action Plan Presentation	100
Online Engagement	100

Grades will be given using the following scale:

Grade	%
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

## COURSE OUTLINE

*(This outline is subject to change to accommodate extenuating circumstances. Students will be notified in advance if any changes to this outline are made.)*

Date	Topics	Readings	Assignments*
Week of August 26th	Introduction & Overview	None	Class meeting on August 26 <sup>th</sup> at 6pm
Week of September 2nd	Module One: Evidence-based Interventions Definition, History, and Current Issues (18-24 hours)	See Sakai for reading assignments and questions for Forum discussions	Equity Problem of Practice Statement due 9/15 before midnight*
Week of September 9th			
Week of September 16th			
Week of September 23rd	Module Two: Evaluating Interventions and Establishing an Evidence Base (24-32 hours)	See Sakai for reading assignments and questions for Forum discussions	Class meeting on October 16 <sup>th</sup> at 6pm
Week of September 30th			
Week of October 7th			
Week of October 14th			
Week of October 21st	Module Three: Databases for Evidence-based Interventions (18-24 hours)	See Sakai for reading assignments and questions for Forum discussions	Evidence-Based Intervention Analysis due 11/3 before midnight*
Week of October 28th			
Week of November 4th			
Week of November 11th	Module Four: Implementing and Progress Monitoring Evidence-Based Interventions (24-32 hours)	See Sakai for reading assignments and questions for Forum discussions	Class meeting on December 2 <sup>nd</sup> at 6pm  Implementation Action Plan Presentation due 12/8 before midnight*
Week of November 18th			
Week of November 25th			
Week of December 2nd			

\*All major assignments are highlighted in yellow. This does not include Forum discussions that count towards the Online Engagement grade.

**APPENDIX: Rubrics**  
**Equity Problem of Practice Statement Rubric**

Criteria	Meets Criteria	Strengths	Areas for Growth
A comprehensive description of the school/site that would implement any proposed changes is provided and includes a description of the school and student population  <i>15 points</i>	Yes  Not Yet		
The facilitators and barriers to change for the school/site are described  <i>20 points</i>	Yes  Not Yet		
Data (school-wide or student-focused) is discussed that validates or further supports the Problem  <i>20 points</i>	Yes  Not Yet		
Relevant research on the topic of the Problem is referenced  <i>20 points</i>	Yes  Not Yet		
The Problem is clearly identified and explained in the form of a concluding statement  <i>20 points</i>	Yes  Not Yet		
APA format and writing style is used in the construction of the analysis and is professionally written  <i>5 points</i>	Yes  Not Yet		



## Evidence-Based Intervention Analysis Rubric

Criteria	Meets Criteria	Strengths	Areas for Growth
<p>The Problem of Practice Statement is clearly stated at the beginning of the paper</p> <p style="text-align: center;"><i>10 points</i></p>	<p><b>Yes</b></p> <p><b>Not Yet</b></p>		
<p>A description of the selected EBI is provided and includes the population the intervention is intended for, how it is implemented, and the necessary resources</p> <p style="text-align: center;"><i>20 points</i></p>	<p><b>Yes</b></p> <p><b>Not Yet</b></p>		
<p>A clear and logical rationale is provided that argues for why the intervention would address the issue raised in the Problem of Practice Statement</p> <p style="text-align: center;"><i>15 points</i></p>	<p><b>Yes</b></p> <p><b>Not Yet</b></p>		
<p>Research is used to support the rationale for selecting the intervention</p> <p style="text-align: center;"><i>10 points</i></p>	<p><b>Yes</b></p> <p><b>Not Yet</b></p>		
<p>A description of the research used to establish the intervention is provided that includes the number of research studies that were reviewed and the type of methodology</p> <p style="text-align: center;"><i>10 points</i></p>	<p><b>Yes</b></p> <p><b>Not Yet</b></p>		

<p>A description of the process used to systematically review the intervention and the rating received is provided</p> <p><i>10 points</i></p>	<p><b>Yes</b></p> <p><b>Not Yet</b></p>		
<p>A scholarly critique of the review and evidence for the intervention's rating, including a rationale for whether it should be adopted</p> <p><i>10 points</i></p>	<p><b>Yes</b></p> <p><b>Not Yet</b></p>		
<p>A description of how the intervention would be modified to meet the needs addressed in the Problem of Practice Statement is provided</p> <p><i>10 points</i></p>	<p><b>Yes</b></p> <p><b>Not Yet</b></p>		
<p>APA format and writing style is used in the construction of the analysis and is professionally written</p> <p><i>5 points</i></p>	<p><b>Yes</b></p> <p><b>Not Yet</b></p>		

## Implementation Action Plan Presentation Rubric

Criteria	Meets Criteria		
The Presentation shares the Problem of Practice Statement and the supporting data and research <i>10 points</i>	Yes  Not Yet		
A description of the EBI and its evidence-base are included in the Presentation <i>20 points</i>	Yes  Not Yet		
A description of how the intervention would be modified to address the Problem of Practice is provided <i>10 points</i>	Yes  Not Yet		
A plan for implementation of the EBI is included that addresses all of the drivers of Implementation Science <i>30 points</i>	Yes  Not Yet		
The plan for implementation is actionable and includes a timeline, specific tasks, and persons responsible <i>15 points</i>	Yes  Not Yet		
The Presentation provides a compelling argument for why the school/district should invest resources in to the implementation of the EBI <i>10 points</i>	Yes  Not Yet		

The presentation is professionally composed <i>5 points</i>	<b>Yes</b>  <b>Not Yet</b>		
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**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**Smart Evaluation**

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.