



**LOYOLA
UNIVERSITY
CHICAGO**

Preparing people to lead extraordinary lives

**SCHOOL PSYCHOLOGY PH.D. INTERNSHIP HANDBOOK
2020-2021
CIEP 586
ON-LINE-SYNCHRONOUS**

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OFFICE HOURS BY APPOINTMENT

**ALL COMMUNICATION VIA EMAIL, TEXT OR PHONE RECIPROCAL RESPONSES WITHIN 48
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SOCIAL ACTION THROUGH EDUCATION

The School of Education (SOE) is a community comprised of students, faculty, and staff whose success is dependent upon interdependence, collaboration, and mutual respect, in that we recognize, include and capitalize on our many forms of diversity, and pool these resources in our mission as educators. We seek to build on the assets of diverse faculty, staff, and students (including, but not limited to race and ethnicity, culture, language, socioeconomic status, religion, ability, sexual orientation, gender, and gender identity) and holding high expectations for our educational practices that serve these nested groups.

The SOE uses transformative education as a tool for challenging and inspiring students to improve the world around us. We view transformation on a continuum from a highly personal process (requiring risks, vulnerability, and trust) to the transformation of supports, services, and outcomes for our students, community partners, and those whom they serve. Each point on this continuum requires both reflection and a commitment to interdisciplinary and transdisciplinary collaboration that challenges our perceptions and decision-making. Programs incorporate Ignatian pedagogy and traditions, including the four processes of knowing: attention, reflection, judgment, and action and commitment. Transformative education does not have the narrow learning of a knowledge base as its outcome, but rather it prioritizes the notion of disruptive knowledge, a means or process of questioning knowledge and the valuing of learning more. The SOE prepares our candidates to critique the knowledge base and to question knowledge through a social justice lens, and simultaneously to use and contribute to knowledge for just purposes. (Learn more about [Transformative Education](#))

In working to impact both local and global communities, we recognize that we are members of many larger and overlapping communities. Within our local context, we have a deep commitment to urban communities, including attention to the sociocultural and sociopolitical issues that may transcend geography (e.g., lack of resources, educational inequity and inequality). By providing this more expansive definition, we are not limited to geographical context, rather we address injustice in any contexts. We strive to purposefully dismantle traditional boundaries between institution-based and field-based scholarly work and service, to build trust and deep, lasting relationships with our partners in education, to understand that we must work not for communities but to be **OF** those communities, working alongside them, sharing their commitment and responsibility to address their needs, priorities, and goals from a social justice perspective. Faculty, staff, and students are involved in a variety of service-learning activities which influence communities, from service-learning projects, immersion experiences, field-based learning sequences, clinical placements and internships. Reflection occurs in many classes, from observational papers, reflection papers, and group activities. In the SOE, careful attention is given to ethics and moral decision-making, and steps for developing sound judgment is included and assessed in course work. We aim for graduates of the SOE to be prepared to be aware of their work environments and make solid judgments that lead to social justice action.

The SOE embeds social justice principles throughout course work, research, and service-oriented activities. “The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and [in which] all members are physically and psychologically safe

and secure” (Bell, Adams & Griffin, 2013, p. 3). Our efforts are devoted to promoting human rights, reducing inequalities, and increasing the empowerment of society’s most vulnerable groups. Our mission is social justice, but our responsibility is to social action. We work to transcend openness, understanding, tolerance, and acceptance, instead working directly to promote equal representation where there is disproportionality, resilience where there is vulnerability or risk, access where there is isolation, and equality where there is none.

SCHOOL OF EDUCATION MISSION

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

THE INTERNSHIP EXPERIENCE

The Ph.D.. internship is the culminating experience in a 5 year program that results in licensure as a school psychologist. Loyola University Chicago is a NASP and APA approved program that adheres to the NASP standards and requirements and the APA competencies. This includes a 2000 hour internship in a school supervised by a licensed school psychologist who has been working for a minimum of 3 years.

SUPERVISION

The school district or clinic agrees to provide the support necessary for the intern to receive the necessary experiences in preparation for licensure and practice. The supervisor agrees to provide a minimum of 2 hours per week of supervision which is reflected in the internship contract included in the appendix of this handbook.

CANDIDATE RESPONSIBILITIES

The program of studies is administered through the office of the School of Education Dean and the School Psychology Program and the Graduate School of Loyola University. The candidate is responsible for staying abreast of all requirements and deadlines. In addition, it is the student’s responsibility to see that all program requirements are met and accurately recorded. It is also the student’s responsibility to see that any proposed exception to standard procedures be properly recommended and affirmed in writing. These must be made in writing from the

candidate to the advisor; from the advisor to the program coordinator; from the program coordinator to the Graduate School.

It should be noted that all candidates are expected to have a strong commitment to social justice, the well-being of others, the cultivation of self-awareness, and a tolerance for cultural and individual differences. Unless determined otherwise, candidate's date of admission determines the rules under which the program requirements must be met. It is the candidate's responsibility to know and to follow those regulations and any additional regulations including deadlines applicable to them. If the candidate's program of studies must be interrupted, a leave of absence should be requested in writing to the Graduate Dean of the School of Education.

All candidates need to purchase Individual Liability Insurance, i.e. NASP offers student rates which are reasonable.

<https://www.nasponline.org/membership-and-community/professional-liability-insurance>

Please forward a copy of the first page of the insurance policy to Toni Rothschild (tbrasherrothschild@luc.edu)

Meetings will be held 1x per month

GOALS AND OBJECTIVES OF THE PROGRAM AND LEARNING OUTCOMES

The program is designed to emphasize a curriculum that provides for basic knowledge in psychology, an organized sequence of courses and experiences, and a program developed in response to the training needs demanded by the current roles and functions of school psychologists.

The primary goal of the Loyola University Chicago program is to train professional scientist practitioners as school psychologists with a strong basic theoretical knowledge base in psychology and the essential competencies to provide school psychological services in the schools. In order to reach this goal, the Loyola University Chicago program of studies includes a combination of theoretical and application components tied together within the context of a carefully planned sequence of courses and field experience offerings. APA

An effort is made to develop an active community of learners and researchers. All candidates are strongly encouraged to become active participants on a research team. Research teams have been established and address topics such as: methodology; diversity; violence prevention; school discipline/positive behavioral policies, interventions, and supports; school-based problem solving; inclusion and school policy; mental health programming in schools and communities; instructional interventions; school reform; social justice; advocacy; outcome research; evidence-based prevention and intervention; and consultation. The specific program objectives are based upon the NASP domains. The school psychology faculty, through coursework and mentorship of students, are committed to supporting the following program objectives:

Domain 1: Data-Based Decision Making

School psychologists understand and utilize assessment methods for identifying strengths and needs; for developing effective interventions, services, and programs; and for measuring progress and outcomes within a multitiered system of supports. School psychologists use a problem-solving framework as the basis for all professional activities. School psychologists systematically collect data from multiple sources as a foundation for decision making at the individual, group, and systems levels, and consider ecological factors (e.g., classroom, family, and community characteristics) as a context for assessment and intervention.

Domain 2: Consultation and Collaboration

School psychologists understand varied models and strategies of consultation and collaboration applicable to individuals, families, groups and systems, as well as methods to promote effective implementation of services. As part of a systematic and comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery, school psychologists demonstrate skills to consult, collaborate and communicate effectively with others.

Domain 3: Academic Interventions and Instructional Supports

School psychologists understand the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence-based curricula and instructional strategies. School psychologists, in collaboration with others, use assessment and data collection methods to implement and evaluate services that support academic skill development in children

Domain 4: Mental and Behavioral Health Services and Interventions

School psychologists understand the biological, cultural, developmental, and social influences on mental and behavioral health; behavioral and emotional impacts on learning; and evidence-based strategies to promote social–emotional functioning. School psychologists, in collaboration with others, design, implement, and evaluate services that promote resilience and positive behavior, support socialization and adaptive skills, and enhance mental and behavioral health.

Domain 5: School-Wide Practices to Promote Learning

School psychologists understand systems' structures, organization, and theory; general and special education programming; implementation science; and evidence-based school-wide practices that promote learning, positive behavior, and mental health. School psychologists, in collaboration with others, develop and implement practices and strategies to create and maintain safe, effective, and supportive learning environments for students and school staff.

Domain 6: Services to Promote Safe and Supportive Schools

School psychologists understand principles and research related to social–emotional well-being, resilience, and risk factors in learning, mental and behavioral health, services in schools and communities to support multitiered prevention and health promotion, and evidence-based strategies for creating safe and supportive schools. School psychologists, in collaboration with others, promote preventive and responsive services that enhance learning, mental and behavioral health, and psychological and physical safety and implement effective crisis prevention, protection, mitigation, response, and recovery.

Domain 7: Family, School, and Community Collaboration

School psychologists understand principles and research related to family systems, strengths, needs, and cultures; evidence-based strategies to support positive family influences on children’s learning and mental health; and strategies to develop collaboration between families and schools. School psychologists, in collaboration with others, design, implement, and evaluate services that respond to culture and context. They facilitate family and school partnerships and interactions with community agencies to enhance academic and social–behavioral outcomes for children.

Domain 8: Equitable Practices for Diverse Student Populations

School psychologists have knowledge of, and inherent respect for, individual differences, abilities, disabilities, and other diverse characteristics and the effects they have on development and learning. They also understand principles and research related to diversity in children, families, schools, and communities, including factors related to child development, religion, culture and cultural identity, race, sexual orientation, gender identity and expression, socioeconomic status, and other variables. School psychologists implement evidence-based strategies to enhance services in both general and special education and to address potential influences related to diversity. School psychologists demonstrate skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds through an ecological lens across multiple contexts. School psychologists recognize that equitable practices for diverse student populations, respect for diversity in development and learning, and advocacy for social justice are foundational to effective service delivery. While equality ensures that all children have the same access to general and special educational opportunities, equity ensures that each student receives what they need to benefit from these opportunities

Domain 9: Research and Evidence-Based Practice

School psychologists have knowledge of research design, statistics, measurement, and varied data collection and analysis techniques sufficient for understanding research, interpreting data, and evaluating programs in applied settings. As scientist practitioners, school psychologists evaluate and apply research as a foundation for service delivery and, in collaboration with others, use various techniques and technology resources for data collection, measurement, and analysis to support effective practices at the individual, group, and/or systems levels.

Domain 10: Legal, Ethical, and Professional Practice

School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists. School psychologists provide services consistent with ethical, legal, and professional standards; engage in responsive ethical and professional decision making; collaborate with other professionals; and apply professional work characteristics needed for effective practice as school psychologists, including effective interpersonal skills, responsibility, adaptability, initiative, dependability, technological competence, advocacy skills, respect for human diversity, and a commitment to social justice and equity.

ORGANIZATIONAL PRINCIPLES

1. Organization and Service delivery
2. Climate
3. Physical, Fiscal and Personnel Support Systems
4. Professional Communication
5. Supervision, Peer Consultation and Mentoring
6. Professional Development and Recognition Systems

APA COMPETENCIES:

1. To develop scientist-practitioners who have a professional identify as socially just school psychologists who are guided by the ethical and legal principles of the profession;
2. To develop scientist-practitioners who understand and can implement evidence-based, assessment, intervention, and consultation practice from a social justice perspective; and
3. To develop scientist-practitioners who can evaluate, produce, and disseminate research

PROGRAM OF STUDIES

At the time of internship all candidates have completed 96 credit hours towards their final degree of 99 credit hours. The university supervisor will maintain contact with the supervisor throughout the year and collaboratively work with the supervisor and intern to make sure that all components of the internship plan are met and that the intern demonstrates professional behavior and disposition throughout the year.

EVALUATION OF STUDENTS

Students are evaluated using multiple methods from multiple sources across multiple settings in order to determine their readiness for professional practice. The following tools/procedures used throughout the program to evaluate students.

Evaluation of Knowledge Acquisition: All courses will require students to complete projects to demonstrate their knowledge on the topic explored in the course. Students must earn a grade of B or better in all required coursework in order to demonstrate they have a sufficient knowledge base.

Evaluation of Professional Dispositions: All candidates meet with their advisor to receive feedback on their dispositions as a student at Loyola in the areas of professionalism, inquiry, and social justice. Dispositions are evaluated in each course (faculty conduct the evaluations) Candidates may find feedback on their dispositions at the end of each semester.

EVALUATION OF COURSE

Towards the end of the course, you will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

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.

Objectives:

1. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
2. Acquiring skills in working with others as a member of a team
3. Learning how to find, evaluate and use resources to explore a topic in depth

4. Developing ethical reasoning and/or ethical decision making
5. Learning to analyze and critically evaluate ideas, arguments, and points of view
6. Learning to apply knowledge and skills to benefit others or serve the public good

PROGRAM COMPLETION

The program is designed for the internship to be the culminating experience and results in program completion, graduation and licensure.

SPECIAL CIRCUMSTANCES-RECEIVING ASSISTANCE

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](http://www.luc.edu/sswd/) (SSWD) (<http://www.luc.edu/sswd/>).

***Center for Student Access and Assistance (CSAA)**

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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***.

STUDENT RIGHTS

PROGRAM COMMUNICATION

E-mail is our primary means of communication and it is critical that you regularly check and respond to your Loyola e-mail. Many candidates choose to have their Loyola e-mails forwarded to another account. However, because we communicate important program-related

information via e-mail, it is critical that candidates have a system for regularly accessing Loyola e-mail. All candidates must adhere to Loyola's policy on use of email, which can be found here: https://luc.edu/its/itspoliciesguidelines/policy_email_general.shtml

The School of Education also sends a student newsletter that includes important information about deadlines, events, and funding opportunities. The newsletter typically comes from Ms. Nancy Goldberger, so please open these newsletters for important information.

ACADEMIC INTEGRITY/PROFESSIONAL ETHICS

The DOSE program adheres to The [School of Education's Policy on Academic Integrity](#) and the [Graduate School Policy on Academic Integrity](#). Failure to adhere to these standards (i.e., through cheating, misrepresentation of credentials or hours) may result in immediate dismissal from the program.

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: [Services for Students with Disabilities](#).

ETHICS LINE 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 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.

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. Here is a link to the Loyola University Chicago and School of Education official policies and guidelines: [Loyola Electronic Communication Policies](#).

ACADEMIC ADDEDUM

Please read these important items:

<https://www.luc.edu/education/syllabus-addendum/>

STUDENT ACADEMIC, HEALTH, FINANCIAL, AND PERSONAL RESOURCES

Academic Support Services

- Loyola Writing Center (<https://www.luc.edu/writing/>)
- Academic Advising & Support Services (<https://www.luc.edu/advising/>)
- Library Services (<http://libraries.luc.edu/students>)
- Graduate School (<https://www.luc.edu/gradschool/currentstudents.shtml>)
- Loyola Technology Services
(<https://www.luc.edu/digitalmedia/digitalmedialabs/lablocations/>).

Financial Support Services

- Graduate School (<https://www.luc.edu/gradschool/gradstudentfinance/>)
- Loyola Financial Aid office
(https://www.luc.edu/finaid/index.shtml?utm_medium=redirect&utm_campaign=finaid-redirects&utm_source=finaid/index-html)

Health and Wellness Support Services

- Loyola Wellness Center (<https://www.luc.edu/wellness/>)
- Services for Students with Disabilities
(<https://www.luc.edu/diversityandinclusion/programs/servicesforstudentswithdisabilitiessswd/>)

Personal Support Services

- Loyola Campus Ministry
(<https://www.luc.edu/campusministry/faithprograms/index.shtml>)
- Student Diversity and Multicultural Affairs Office
(<https://www.luc.edu/diversity/programs/>).
- International Students and Scholars office (<https://luc.edu/iss/>)

REMEDATION AND GRIEVANCE PROCEDURES

Remediation Procedures

School psychology core faculty discuss student progress on a regular basis and in a formal manner once a year, at which time you will receive the results of this performance evaluation during an individually scheduled meeting. Part of the performance evaluation will be an assessment of dispositions. If during this process, school psychology faculty determine that a student concern exists in any component related to performance in the program (e.g., dispositions, progress in course work, length of time for program completion), the program chair and program faculty will develop a remediation plan as part of the process in helping students to adequately meet program benchmarks. The remediation plan will focus on objectively determining the concern and making a plan for remediation. Remediation plans will focus on setting goals and measurable outcomes for improvement. The student will then be expected to successfully complete the parameters of the remediation plan within a designated timeline. The remediation plan will be reviewed on an ongoing basis and

the student and faculty will work together to monitor progress. If progress is not made on the goals, then the faculty may recommend that the student not continue in the program. In this case, a recommendation will be made to the Deans of the School of Education for dismissal. In addition, the program faculty reserves the right to make an immediate recommendation for dismissal when an egregious situation occurs (e.g., ethical violations, etc.).

Grievance Procedures

If, as a student in the program, you have any concerns about your experiences, course-work or any academic concerns, you may initiate the grievance procedures.

Step 1: Informal Problem-Solving. Your first general approach would be to approach the instructor for course concerns, university supervisor for practicum concerns, or the Program Chair for program-level concerns. Most issues can be resolved in an informal manner through individual consultation. However, if you continue to have concerns about the program and your experiences at Loyola, your subsequent step would be to approach the Program Chair to discuss the concerns. If the issue cannot be resolved at the level, you can meet with the Assistant Dean for Academic Affairs to discuss any concerns or issues. If the issue is not resolved satisfactorily, then you can file a formal grievance.

Step 2. Formal Remediation and Grievance Procedures. To file a formal grievance, students should first follow the School of Education Grievance procedures, which can be found here: [https://www.luc.edu/media/lucedu/education/pdfs/SOE Graduate Academic Regulations.pdf](https://www.luc.edu/media/lucedu/education/pdfs/SOE_Graduate_Academic_Regulations.pdf)

COVID-19 SCHOOL OF EDUCATION COMMITMENT

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [Cura Personalis](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***COVID-19 Reporting Protocol:** In preparation for our upcoming semester, Loyola University Chicago’s Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. **If you have tested positive for the virus, please contact us at covid-19report@LUC.edu or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

INSTRUCTOR RESPONSIBILITIES

Course content. I strive to provide thoughtfully-designed course material as a starting point for our collective engagement around school-based consultation and achieving the course objectives. Class meetings will involve a variety of activities, including readings, videos, discussions, roleplays and skills practice, lectures, school-based assignments, and class-based assignments, group/partner collaboration, and other interactive tasks.

Communication and email. I will make you aware of any updates or changes to the syllabus/assignments as promptly as possible. Email is the best way to reach me; you can expect me to respond to emails within about 24 hours Monday–Friday, but I may not respond until the next business day to emails sent on weekends (starting at 5:00 pm on Friday) or during University breaks/holidays.

STUDENT RESPONSIBILITIES

Attendance and participation. I expect each of you to be a partner in both learning and teaching. In order to be an active partner, you need to: attend all classes for the whole class period, contribute your knowledge/experiences in class, complete all readings and assignments, and reach out to me if you have any questions or concerns along the way. If you have to miss class for an excused reason (e.g., religious holiday, University-sanctioned activity, verified illness), please reach out to me beforehand to make arrangements.

Communication and email. Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola email account, you are responsible for making sure that your account is in good working order. Also, you 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.

Respectful discourse. We’ll discuss more as a group what kind of learning environment we want to create and what norms we will uphold to ensure a safe, supportive learning environment, but I expect to at least observe the following guidelines for respectful discourse: Treat one another with respect and compassion. Assuming other people are doing their best with the resources and knowledge they currently have is usually a good starting point. This does

not mean that we cannot offer criticism, provide feedback, or have difficult conversations—we certainly can and should. But it may help us remain open to learning about one another’s perspectives if we start from a place of humility and curiosity about others’ experiences, rather than presuming to know.

Consider any personal information shared by other students confidential. That is, do not share it or discuss it outside of class.

Examine and question your worldviews, beliefs, attitudes. Explore why you hold them. Remember that learning often involves being challenged or presented with conflicting information from what you knew previously—remain open to the discomfort that often comes along with this. (This point is particularly relevant to individuals from White, cisgender, and/or middle/upper class individuals without current/prior disabilities who may not be used to having their experiences, values, perspectives, or narratives challenged.)

Use inclusive and person-first language in all communication (in class, in writing, emails, etc.). Inclusive language involves showing respect for all people by using descriptive phrases rather than labeling groups and utilizing the language that individuals themselves choose to use. Some important components of this:

- (a) use the *pronouns that an individual has shared with you* when referring to them in the third person (e.g., “Jen said they have trouble understanding the teacher.”)
- (b) default to using “they/them” pronouns when you are unsure of an individual’s pronouns or are making a gender-neutral statement (e.g., “a researcher’s h-index depends on how many times *they* have been cited”),
- (c) avoid outdated terminology (e.g., “mental retardation,” “minorities” to refer to people of color, who are often demographically the majority in many communities, “Caucasian,” which has its roots in scientific racism)
- (d) describe people as people first, before their group identity or prescribed classification (e.g., “students with disabilities” rather than “disabled students,” “a child with autism” rather than “an autistic child,” “a person with schizophrenia” rather than “a schizophrenic”)
- (e) use the identifying language that an individual/community prefers (e.g., some folks in the deaf community prefer to be referred to as a “deaf person” rather than “a person who is deaf”)
- (f) avoid broad and stigmatizing labels and instead use descriptive phrases that convey empathy and the transience of our circumstances (“people living in poverty” rather than “the poor”)

For more information on inclusive and person-first language, see Chapter 5 of the APA Develop an awareness of your own discussion style: Do you lead? Follow? Do you feel cut out of the conversation? Do you like to play devil’s advocate? Push yourself to develop new ways of interacting in a discussion. If you have taken up lots of space in a dialogue and notice a peer/group has not had a chance to speak but has been trying, try to make space and ask if they want to share.

- In line with NASP’s ethical guidelines, if you have a problem with a peer, please try to speak directly and respectfully about the issue to the person you have the problem with first (rather than speaking about it with other classmates outside of class; rather than first coming to me). If you encounter problems with peers or with the course that you feel you cannot resolve yourself, please contact me, and I will do my best to help.

Deadlines and late assignments. Readings are due before the start of class on the date indicated on the course schedule. Assignments are also due before the start of class on the date on the course schedule and must be submitted on Sakai. Please contact me prior to a deadline in order to be eligible for an extension. If you have a significant medical problem or emergency situation, please contact me as soon as possible to discuss making up work/turning in late assignments. All extensions/make-ups are at my discretion. Without prior approval, late assignments will have 10% of the total points possible deducted for each day past the due date.

Grade appeals/disputes. Grades will be posted on Sakai. Please contact me within 7 days of a grade being posted to discuss any questions or concerns you have about a specific grade. To appeal a grade, send me the assignment, along with a coherent written argument for why you feel your grade should be changed. Final grades are not debatable, so please reach out before the end of the semester!

ACADEMIC HONESTY

All work submitted for this class must represent your original work for this section of this course. 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. See the SOE's [policy on academic integrity](#) and additional [academic policies and procedures](#) if you have questions about what constitutes academic dishonesty and potential sanctions.

DIVERSITY, INCLUSION ACCESSIBILITY AND EQUITY

I strive to create an inclusive learning environment that supports, affirms, and celebrates our diverse backgrounds as people, learners, and teachers. I aim to facilitate this course in a way that makes the content meaningful for all students and allows all students to engage with learning. In line with the basic guidelines for respectful discourse discussed above, I will be monitoring issues of equity in our learning process, and I ask that you do the same. If you have a concern related to equity issues, I ask that you raise it with me.

I have designed this course utilizing a Universal Design for Learning framework, which values academic diversity and assumes that different students will need different supports to learn. Using this framework, I design my instruction with varied modalities and strategies (as much as possible, but limited by the online instruction required by the current pandemic) and seek to provide opportunities to practice new skills and demonstrate knowledge in various formats. Some students may need additional supports to fully access course material. Students with disabilities that anticipate needing accommodations and who have not yet established services should register with the [Student Accessibility Center](#) (773.508.3700) as soon as possible.

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. I also encourage you to meet with me individually in order to discuss your accommodations. All information regarding disabilities is confidential

GUIDELINES FOR ONLINE RECORDING

Guidelines for Recording Students During Online Classes

A number of Illinois Laws impact the recording of students during online synchronous sessions. The Illinois Eavesdropping statute provides penalties (civil and criminal) for the surreptitious recording of private conversations and electronic communications. In addition, the Illinois Right of Publicity Act requires that written consent be obtained, whenever practical, from each person whose name, likeness or identity will be used or depicted for commercial purposes.

To address these legal requirements, and to protect the privacy of our online students, the following procedure and guidelines have been developed.

If your online, blended or hybrid class includes the recording of students (e.g. synchronous sessions, student presentations), we ask that you institute this new procedure for any online, blended or hybrid class that you may offer in the future.

1. Syllabus Statement to Inform Students of Recording:

To avoid any penalties under the Illinois Eavesdropping Statute, students should be notified via the class syllabus that they may be recorded during recorded during course activities such as synchronous sessions. This should be implemented by adding the “syllabus statement” and “privacy statement” linked below, to your course syllabus:

[Syllabus and Privacy Statements](#)

2. Block Video Downloads by Students:

To limit the circulation of recordings of students (e.g. recorded synchronous sessions, student presentations) beyond the classroom, and their possible use for “commercial purposes” as described in the Illinois Publicity Act, students’ ability to download video recordings will be restricted beginning in Spring 2018. All systems currently used by Loyola for recording (Panopto, VoiceThread, and Zoom) will be set to prevent students from downloading

videos. This will not impact students’ ability to view the recordings when the student has an internet connection. If there is a need for students to download specific recordings, please contact the Office of

Online Learning for guidance (online@luc.edu). Faculty retain the ability to download recordings.

3. Written Consent of Students:

In alignment with Illinois law and the University Privacy Statement (above), instructors who wish to use an online class recording that includes student activity beyond the class in which it was recorded may do so only with the informed written consent of the students involved or if all student activity is removed from the recording. A release form created by the Office of the General Counsel must be signed by students (Appendix A). We are currently working with ITS

to develop a digital consent form that will allow for a student's digital signature. This will enable online students to more easily access and sign this required form. Details regarding accessing and storing written consent forms was sent to all online faculty in January 2019.

[Student Recording Release Form](#)

4. Recording Guidelines for Online Faculty:

Faculty are asked to follow the following guidelines regarding recording students in online classes:

- ☐ Only store recordings on Loyola-approved systems that restrict access to class members ([ITRS](#) can provide instructions).

- ☐ Inform students that recordings will only be available to members of that class and that all recordings will be unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the Sakai administrative schedule)

- ☐ Inform students that video recordings cannot be downloaded and can only be viewed when the student has an internet connection.

- ☐ Request that students share any concerns they may have about being recorded privately with the instructor prior to the first recording (e.g. the first synchronous session) and provide an option for students who request not to be recorded to participate via audio- only.

APPENDIX A: SAMPLE INTERNSHIP CONTRACT

LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION
INTERNSHIP AGREEMENT

Name of School System/Agency

has agreed to accept

Name of Specialist Intern

as an intern for the 2020/2021 academic year. The internship site and the intern agrees to observe the following arrangements in meeting the requirements of the internship.

1. **DURATION:** The internship will begin on August ____, **2020** and continue through June ____, **2021**. The intern is expected to follow the same daily schedule and yearly calendar as other school psychology staff employed by the local school system/agency. The intern is not required to remain in the employment of the local school system/agency beyond the term of the internship. Furthermore, the intern is not guaranteed employment beyond the term of the internship.
2. **HOURS:** The intern is appointed on a full-time basis for one year. The intern must complete at least 1,200 hours of supervised experience. As with regularly employed pupil services personnel, the intern demonstrates a commitment to the provision of psychological services not necessarily reflected in hourly schedules.
3. **LOCATION:** The internship will be performed at the following location (s): If the interns primary placement is in a high school they will spend a minimum of 20 days in an elementary setting. If the primary placement is in an elementary setting they will spend 20 days in a high school setting.

Name of School District: _____

Address: _____

4. **PLAN:** Internship activities shall be determined by a written plan developed by the Loyola University Chicago. It is expected the plan will be consistent with the guidelines and objectives as contained in the training standards promulgated by the National Association of School Psychologists (NASP) internship criteria.
5. **COMPENSATION:** The intern is provided a salary commensurate with his or her level of training, experience and period of appointment. The intern will be paid in the amount of \$_____ for the term of the internship. Any work related travel necessary to fulfill the requirements of the internship shall be reimbursed in accordance with the policies of the local school system/agency.
6. **CONFERENCES, SEMINARS, AND IN-SERVICE TRAINING:** Ongoing conferences, seminars, and in-service training opportunities available to employed school psychologists should also be available to interns. The intern is encouraged to participate in state, regional, and national level meetings for school psychologists. Expense reimbursement consistent with policies pertaining to agency school psychologists is consistent with policies pertaining

to agency school psychologists. Released time for attendance at professional meetings is required.

The intern will be expected to attend the following conferences, seminars, and/or in-service training program (s):

Intern/intern supervision workshop

Illinois School Psychologists Association (ISPA) Annual Conference

Loyola University Internship classes

7. WORK ENVIRONMENT: Consistent with the availability of resources to employed staff, the intern is provided adequate supplies and materials to carry out the functions of the internship. An appropriate work environment should include adequate privacy of office facilities and access to secretarial assistance, telephone services, office equipment, and copying machines.

8. SUPERVISION: The cooperating practitioner must hold a valid credential as a school psychologist. Full-time employment at the internship setting for at least one year prior to assuming supervisory responsibilities for an intern is required. Concurrent full-time employment as a school psychologist is required.

Cooperating practitioners shall provide at least two hours per week of direct supervision for each intern and be responsible for no more than two interns at a time. The intern will receive at least two hours of supervision per week directly from:

Name of Cooperating Practitioner

Certification Number and State

The university supervisor (or designate) shall maintain an ongoing relationship with the cooperating practitioner and the intern. The university supervisor (or designate) will make at least one site visit per semester for each intern.

9. TRAINING COMMITMENT: The local school system/agency is primarily committed to the internship as a training experience. Employing interns as a means of acquiring less expensive services is unacceptable. Interns are expected to participate in tasks appropriate to the completion of the internship training plan. The intern will not be asked to serve in any capacity other than that for which she or he was appointed.

I. APPROVAL: Purpose, Goals, and Objectives of Clinical Supervision

- a. To monitor and ensure welfare of clients seen by supervisee
- b. To structure the activities of the supervisee to insure they provide competent services
- c. To insure that the unlicensed provider functions within their level of competence
- d. To facilitate the intern's personal and professional development.
- e. To promote accountability
- f. To fulfill academic requirement for supervisee's internship

II. Context of Services

- a. Supervision will revolve around clients seen at the primary school site, associated elementary or secondary school experience rotation sites, and all community venues linking with student services.
- b. A minimum of two hours of individual supervision will be provided weekly; the supervisor will also be available on an as-needed basis.

- c. Individual supervision will be conducted in the supervisor's office on a mutually determined day/time.
- d. The supervisor follows a supervision model that integrates the Developmental, Ecological, Problem Solving Model (Simon and Swerdlik 2016) Developmental Model (Stoltenberg & Delworth, 1987; Stoltenberg, 2005) and the SAS Systems Model (Holloway, 1995). The Developmental Model tailors supervision activity to the intern's experience and skill level. This approach is committed to supporting the trainee's growth from intensely monitored and supported practice to relatively independent functioning characteristic of an entry level professional. The SAS Model accounts for contextual, systemic, and ecological factors impacting the professional development of the intern. It focuses on a variety of supervisor and supervisee tasks (e.g., skills in assessment and intervention planning, professional role and function, self-evaluation) and functions (monitoring, advising, consulting, evaluation), within a developmental framework which is impacted by client, supervisee, supervisor and systemic/organizational contextual factors. If the supervisee wishes, the supervisor is pleased to discuss any aspect of this supervision model with her/him.

III. Duties and Responsibilities of Supervisor and Supervisee

Your clinical supervisor is legally and ethically responsible, with you, for the services you provide and the manner in which you conduct yourself. It is therefore your responsibility to keep your supervisor well informed as to your activities. Openness with and trust in your supervisor will enhance your experience of supervision and your professional growth. A supervisor has full responsibility for the supervised work of the supervisee, including assessment, diagnosis, intervention, consultation, problem-solving, professional development, and community referral activities. It is particularly important that any intern activity that uncovers potential risk for harm to a client be immediately reported to the supervisor for consultation.

It is the supervisor's role to do the following:

- a. Provide a location and atmosphere for supervision that is safe enough for supervisees to lay out practice issues in their own way.
- b. Conduct Formative and Summative Evaluation/Assessment of Intern Progress. To enhance intern growth and legitimize accuracy of intern progress evaluation, the supervisor will engage in direct observation of intern activities, review recordings of work, provide consultation and training in response to trainee questions and activity reviews, model and demonstrate appropriate school psychology skills, and review all reports, IEPs, and recordkeeping. The supervisor will also provide written and/or oral feedback on all aspects of your school psychology work highlighting strengths and making specific recommendations for professional growth. Formal written summative reviews will minimally occur on a quarterly basis. Throughout this process, the intern will be guided in developing self-monitoring skills. If the supervisee desires additional feedback at any time, it is his/her responsibility to request it from the supervisor.
- c. Help the supervisee explore and clarify thoughts and feelings which underlie psychological practice.
- d. Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving in a theoretical approach.
- e. Identify supervisee's personal and/or professional blind spots.
- f. Bring to the supervisee's attention those personal difficulties of the supervisee that directly affect the supervisee's clinical work and recommend a course of action to address these difficulties.
- g. Present and model appropriate directives.

- h. Intervene if client welfare is at risk.
 - a. Ensure that ethical guidelines of the National Association of School Psychologists (NASP, 2010) are upheld.
 - j. Conduct activities in accordance with the School District, ISPIC, and University policies.
 - k. Sign off on all client documentation including psychological reports.
- xx. Maintain weekly supervision notes.

The supervisor will discuss any concerns regarding the supervisee's performance in a timely fashion and will develop, in collaboration with the intern, a remediation plan if deficits/problems are identified.

It is the intern's role as supervisee to do the following:

- a. Be punctual, both at sessions with clients as well as at supervision. In the event that you are delayed for or unable to attend a supervision session, it is your responsibility to notify your supervisor and make alternate arrangements. If the individual appointment cannot be kept due to scheduling conflicts, an effort will be made to reschedule an alternate date/time; and a supervision session will only be cancelled upon the mutual agreement of the both the supervisee and supervisor.
- b. Be prepared, both for sessions with clients as well as for supervision. You are expected to have client notes, protocols, and recordings ready to review and have prepared an agenda of issues that you need to have addressed, together with the files of the clients involved. As part of this advanced preparation, the supervisee will have completed a "Session Planner" for each session with the student, parent, educator, or other client to discuss in supervision and will have "scored" all formal psychological tests administered.
- c. The supervisee will provide summaries of all student, parent, educator, and other client contacts, interviews, and intervention activities for the supervisor. If a recording is required, it will be reviewed/critiqued by the intern and brought to the next supervisory session (keyed to a section that supervisee would like to review with the supervisor).
- d. If the supervisee believes that client issues/concerns have not been adequately addressed during the regularly scheduled supervisory session, the supervisee will bring this to the attention of the supervisor and another session will be scheduled.
- e. Share with the supervisor your learning goals for the practicum experience. This will require self-reflection and self-evaluation regarding your current level of clinical skill.
- f. Be receptive to guidance and instruction from your supervisor, that is, be attentive to feedback and suggestions from your supervisor and follow through on such instruction promptly. It may be necessary to take notes during supervision in order to execute all instructions identified by your supervisor.
- g. Inform your supervisor of any difficulties you are having in the areas of delivering services to clients, completing paperwork, or coordinating with other agencies or providers such as schools or independent practitioners.
- h. As you establish a working relationship with your supervisor, it is hoped that you will become increasingly able to share issues and concerns you may have that impact your

clinical work. Be open to feedback from others and monitor any tendency you may have toward defensiveness.

- i. In consultation with your supervisor and after review of evidence-based literature, select a theoretical model(s) from which you will work. Formulate client case conceptualizations from this approach. Be ready to discuss the theoretical reasons for your assessment approaches, interventions, consultation, and problem-solving techniques.
- j. The supervisee cannot engage in dual relationships with clients; that is, interns will not socialize with clients or their families, nor will they provide services to individuals they know from other contexts, such as friends or acquaintances. It is the intern's responsibility to alert the supervisor of any instances where the intern has prior knowledge of a client or his/her family from beyond the school setting. Appropriate measures to protect confidentiality will be employed in these circumstances.
- k. The intern is responsible for insuring that the parents/guardian of all clients are informed of the supervised nature of your work as a supervisee, and of the ultimate professional responsibility of the supervisor.
- xx. You are responsible for insuring that all evaluative letters and reports concerning clients are co-signed by your clinical supervisor before they are sent out to parents, educators, or other approved third parties, i.e., private practitioners, governmental agencies, etc. When required, it is also your responsibility to determine that an active Authorization for Release of Confidential Information form is present in the client's file before presenting the letter/report to the supervisor for signature.
- IIIIIIII. Assessment and intervention plans must be reviewed prior to implementation with the supervisor to determine appropriateness and monitored for effectiveness and potential revision on an ongoing basis. Supervisees must advise their clinical supervisor of all important changes related to a case, i.e., significant family events, disciplinary actions, legal issues, medical concerns, etc.
- n. The intern must keep the supervisor informed about clients who are suicidal, homicidal, threatening to harm others, or engaged in any self-harm activities such as "cutting", substance abuse, eating disorders, or other dangerous risk taking behaviors. Any disclosure by a student or collateral informant of potential child abuse must be reported to the supervisor immediately. Notify your supervisor about clients who are involved in child custody disputes, Disability Determination assessments, or any other matter that affects the client's legal status. Notify your supervisor immediately if you receive any summons to testify or you are told that you will be subpoenaed to testify. Do not under any circumstances release client information to an attorney or court or anyone else without a proper Authorization for Release of Confidential Information form signed by the client, legal guardian, and the supervisor as prescribed by regulation. In all circumstances, legal and ethical guidelines for the protection of client confidentiality must be followed. Do not communicate confidential information or identify clients in email communications other than in drafts of reports and intervention plans that are specifically noted to be drafts.
- Seek supervision whenever you are uncertain about a situation. Make every attempt to reach your clinical supervisor before taking action with that client. If your supervisor cannot be reached, contact another staff school psychologist. You may also consult informally with more experienced clinicians on staff, but your clinical supervisor must be kept abreast of any and all emergencies.

In the event of emergency, the supervisee is to contact _____ at his/her office at _____, at home at _____, or by cell at _____. If unable to reach your supervisor, contact another psychology staff member. Follow the guidelines and procedures in the District and School Manuals for emergency situations.

- p. Implement supervisory directives in subsequent psychological activities.

- q. Uphold ethical NASP principles in all client-related activities.

- r. Be familiar with and follow the policies and procedures delineated in the District, School, University manuals and documents. The supervisee agrees to complete all required reports and recordkeeping in a timely fashion for all cases and within guidelines specified in school and special education regulations. Drafts of psychological assessment reports and IEP paperwork should be submitted to the supervisor for review with enough time for review and editing prior to meetings.

- s. Complete all professional tasks within time frames that address legitimate client needs and meet the requirements of all team participations.

Signatures:

_____	_____
Intern	Date
_____	_____
Cooperating Practitioner	Date
_____	_____
University Supervisor (or Designee)	Date

