

LOYOLA UNIVERSITY CHICAGO

SCHOOL OF EDUCATION

CIEP 586

2021-2022

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Room 1105 Lewis Towers

OFFICE HOURS BY APPOINTMENT

ALL COMMUNICATION VIA EMAIL, TEXT OR PHONE RECIPROCAL RESPONSES WITHIN 48 HOURS

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SYLLABUS

The internship course in School Psychology is designed to support and assist the student in successful completion of the internship. The components of the internship plan will delineate all areas of performance that must be completed in order to become certified as a school psychologist. The Ph.D. internship is coordinated closely with the APA approved sites. Assignments and hours are delivered through the individual sites and supplemented if necessary. Meetings are held one time per month and visits (in person or virtual) are held each semester with the intern and supervisor.

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.

There have been some adjustments made to the class meetings based on the COVID 19 pandemic. All meetings will be online. Extra contact hours will be added to meet all state and licensing requirements including supervision, standards and competencies. The goal is to support all students to successfully complete all necessary requirements to meet licensure.

The intern is required to complete a minimum 2000 hour internship. You are required to keep an Internship Log, At the end of the internship he/she is expected to be aware of and /or proficient in test administration, report writing, interventions, behavioral assessment, counseling, social skills development, system change, violence and other prevention, diversity and family system as it effects school performance and school law.

The intern and supervisor will complete the internship contract, Appendix 1.

The intern and supervisor will review the components of the internship plan .

The intern is responsible for being available through email and Loyola on-line Sakai. All relevant documents will be stored by the intern on disk and turned in at the end of the year.

The intern will keep a reflective log at least once per week to be transmitted monthly electronically.

The intern will also keep a log of all contacts and test administrations to be completed on forms supplied by university.

The intern will purchase a professional liability insurance policy. (NASP insurance is recommended).

IDEA Outcomes:

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Acquiring skills in working with others as a member of a team.
4. Learning appropriate methods for collecting, analyzing and interpreting numerical information.

Objectives:

1. The candidate will demonstrate knowledge of research design and effective use of statistics and data analysis.
2. The candidate will use this data to develop evidence based interventions to improve student performance.

Smart Evaluation

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

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 [Student Accessibility Center](http://www.luc.edu/sac/) (SAC) (<http://www.luc.edu/sac/>).

*Center for Student Assistance and Advocacy (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 AND RESPONSIBILITIES

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: [Student Accessibility Center](#).

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](#).

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/servicesforstudentswithdisabilitiesswd/>)

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/>)

REMEDICATION 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 coursework, 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

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.

EXPECTATIONS FOR ONLINE INSTRUCTION

Given the current circumstances of the COVID-19 pandemic, this course may take on a different format than in previous years. The course may be taught remotely, entirely via online instruction. The content will still be provided synchronously (i.e., we will still gather as a whole class during our assigned class time).

We employ a cohort model and aim to create a rich and robust learning community for students. We encourage you to connect virtually with your cohort mates, classmates, and instructors, to develop relationships with one another, and to support each other through your graduate experiences and these unprecedented and particularly challenging times. We also still expect and require professional, ethical behavior (in accordance with the National Association of School Psychologists Principles for Professional Ethics and the American Psychological Association Ethical Principles of Psychology and Code of Conduct), including *thoughtful engagement*, *proactive problem-solving behaviors*, and *supportive and inclusive communication* in the online environment.

The instruction has been designed to facilitate engagement with the course material and foster a collegial environment. I understand that you may have individualized learning needs, so please reach out to me to discuss any accommodations you might need to maximize your learning. I may discuss changes to instruction/course material to better support your learning experiences. For online interactions, if you are attending class from a noisy environment, your microphone should remain muted while not verbally participating to minimize background noise; however, being muted should not deter your engagement with class activities or verbal participation. You are encouraged but not required to display your video during synchronous classes. As with in-person instruction and our program-wide expectations of professional behavior, you should not engage in unrelated activities on your computer (i.e., email, social media, messaging) during class. If you have an emergency and need to step away from your computer during class, I understand and ask that you notify me as soon as you are able.

[LIVE TEXT AND DIGICATION](#)

All students, *except those who are non-degree*, may 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](#).

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

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. My teaching philosophy is grounded in the idea of co-construction of knowledge, which means that 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

Recording of Live Class Discussions

In this class software will be used to record live class discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. All recordings will become unavailable to students in the class when the Sakai course is unpublished (i.e. shortly after the course ends, per the [Sakai administrative schedule](#)). Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

The use of all video recordings will be in keeping with the University Privacy Statement shown below:

PRIVACY STATEMENT

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Dispositions:

Dispositions will be assessed each semester according to the forms available in the Student Handbook. The purpose of assessing dispositions include, professionalism, inquiry and social justice.

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

http://www.luc.edu/media/lucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf

KNOWLEDGE BASE

The Loyola University program of studies in School Psychology is designed to prepare students to assess, consult and design behavioral and cognitive science instructional interventions. Prior to pursuing the internship, the intern is expected to have a basic knowledge base related to a wide range of psychological and cognitive assessment instruments as well as curriculum based measurement and using problem solving procedures to address educational questions. The intern is expected to be able to administer these instruments and to craft a clearly articulated written reports. The intern is also expected to be able to provide counseling services to school age children and youths. During the internship, the intern is expected to increase his/her familiarity with the literature and to keep abreast of developments in the field. This will be accomplished through readings and attendance at professional seminars and workshops during the year. Specific activities are included in the internship plan.

SUPERVISION

Supervision will be done in group meetings and individually throughout the year. The instructor is available on email or by phone at all times. Please do not hesitate to contact the instructor for any questions or concerns.

CONCEPTUAL FRAMEWORK:

The School of Education conceptual framework is: Social Action Through Education. As School Psychology interns, your experiences this year will require you to put this statement into action in your practice within the schools, with parents and the community partners. Utilizing the constructs of ethical practice you will strive to meet these goals. Our conceptual framework of the School of Education

- www.luc.edu/education/mission/

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 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.

Professionalism

An important component of an internship is to prepare for entry into the profession. During the last several years in classroom and field experiences you have begun to develop important skills which will prepare you for your career. An important component of being a school psychologist is professional behavior. Over the year long internship you will have a number of opportunities to demonstrate this within your district and within the requirements of this class. This include turning in all assignments on the date required, attending class on time, being prompt in response to emails and to requests within your district. They also include accuracy in reporting and honesty in all aspects of your performance in class and on site.

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.

Digication

All students, *except those who are non-degree*, must have access to Digication. to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments.

Syllabus Addendum Link

<https://www.luc.edu/education/academics/syllabi/>

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**.

LOYOLA UNIVERSITY CHICAGO

SCHOOL OF EDUCATION

INTERNSHIP AGREEMENT FOR THE 2021-22 ACADEMIC YEAR

Name of School System/Agency

has agreed to accept

Name of Intern

as an intern for the 2019/2020 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 July____, **2021** and continue through July _____, **2022**. 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 2,000 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):

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 and American Psychological Association (APA)

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):

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 and/or clinical psychologist. Full-time employment at the internship setting for at least one year prior to assuming supervisory responsibilities for an intern 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
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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.

1. **APPROVAL: Purpose, Goals, and Objectives of Clinical Supervision**
 1. To monitor and ensure welfare of clients seen by supervisee

2. To structure the activities of the supervisee to insure they provide competent services
3. To insure that the unlicensed provider functions within their level of competence
4. To facilitate the intern's personal and professional development.
5. To promote accountability
6. To fulfill academic requirement for supervisee's internship

2. Context of Services

1. 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.
2. A minimum of two hours of individual supervision will be provided weekly; the supervisor will also be available on an as-needed basis.
3. Individual supervision will be conducted in the supervisor's office on a mutually determined day/time.
4. The supervisor follows a supervision model that integrates the 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 or other appropriate model.

3. 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:

1. Provide a location and atmosphere for supervision that is safe enough for supervisees to lay out practice issues in their own way.
2. 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.
3. Help the supervisee explore and clarify thoughts and feelings which underlie psychological practice.
4. Assist supervisee in anchoring assessment planning, diagnosis, interventions, consultation, and problem-solving in a theoretical approach.
5. Identify supervisee's personal and/or professional blind spots.
6. 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.
7. Present and model appropriate directives.
8. Intervene if client welfare is at risk.

1. Ensure that ethical guidelines of the National Association of School Psychologists (NASP, 2010) and American Psychological Association are upheld.

10. Conduct activities in accordance with the School District, clinic and University policies.
11. Sign off on all client documentation including psychological reports.

50. 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:

1. 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.
2. 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.
3. 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).
4. 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.
5. 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.

6. 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.
7. 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.
8. 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.
1. 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.
10. 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.
11. 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.
50. 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.

1000. 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.

14. 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.

16. Implement supervisory directives in subsequent psychological activities.

17. Uphold ethical NASP and APA principles in all client-related activities.

18. 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.

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

Signatures:

Intern

Date

Practitioner

Cooperating
Date

