

Loyola University Chicago- School of Education

CIEP 409: Evidenced-Based Interventions

Spring 2021

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Instructor's Office Hours: Weekly on Thursdays from 7:00-8:00 pm- <https://luc.zoom.us/j/89920827670>

Appointments can also be scheduled outside of office hours.

If you call or send me an e-mail, expect a response within 24 hours.

Synchronous Class Meeting Times:

Welcome & Overview: Thursday, January 21 at 6:00 pm-7:30 pm CST- <https://luc.zoom.us/j/82297566875>

Module 1: Thursday, February 4 at 6:00 pm-7:30 pm CST- link will be shared

Module 2: Thursday, March 4 at 6:00 pm-7:30 pm CST-link will be shared

Module 4: Thursday, April 8 at 6:00 pm-7:30 pm CST-link will be shared

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.

KEY COVID-19 Resources for your Spring – 2021 Return

[Spring 2021 RETURN to CAMPUS Checklist](#)

[Spring 2021 RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

[COVID-19 Testing and Reporting Protocol](#)

[COVID-19 Campus Updates](#)

COURSE DESCRIPTION

This course is designed to provide students with an introduction to evidence-based interventions used in school psychological service delivery. Course content includes definitions of evidence-based interventions, processes for

identifying evidence-based interventions in school psychology, and a review of well-established evidence-based academic and behavioral interventions used in school-based settings.

COURSE FORMAT

Students should expect to dedicate 6-8 hours per week on average to completing work for this course. This course will be taught primarily through online platform via Sakai that will include some voice narrated lectures, assigned readings, assigned videos, online discussions, and assignments. This course is delivered over the span of 4 Modules each containing 3-4 Weekly Lessons, as well as an opening Synchronous Session to welcome students and orient them to the course. Each Module will contain various required materials, optional resources, application activities, and additional assignments. Each module is designed for students to complete at their own pace with respect to the due date for each module. Module two is dependent on the completion of module one, module three requires completion of modules one and two, and so on. Therefore, modules must be completed consecutively and cannot be released before another is completed.

Other than the Live session on Week 1, there will be 3 Synchronous sessions over the course of the class. During the Live Sessions, students will complete that week's application activity during class time. For each asynchronous application activity, posts will be submitted through the designated Forum tab and students will be expected to comment on at least 2 of their peers' posts. Suggested pacing dates will be listed in each of the Modules under the "To Do List". In addition to the weekly application activities which will comprise the "Online Engagement" grade, there will be 3 assignments over the course of the semester. These assignments build on one another and are described later in the syllabus.

Synchronous class dates are listed above and Zoom links are forthcoming. For the live classes, please be prepared to discuss that week's materials during our synchronous sessions and engage in that week's application activity. Live Sessions will take place on **Thursdays at 6:00 pm**.

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.

STUDENT PARTICIPATION AND CLASS CONDUCT

Students are expected to engage meaningfully with the course materials and assignments. Students are expected to complete all assigned readings, lectures, and activities by the specified due dates. For live synchronous sessions, students are expected to attend the session prepared to engage in meaningful and reflective dialogue. One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates

the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

STUDENT SUPPORT

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/>).

REQUIRED TEXTBOOKS AND READINGS

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

COURSE OBJECTIVES

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

NASP STANDARDS

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

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

APA COMPETENCY BENCHMARKS

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

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

CLASS COMMUNICATION

Email and Sakai will be the primary methods of communication with students enrolled in this course. Because Sakai uses your Loyola computer account, students are responsible for making sure that their account is in good working order. Also, students are responsible for checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. Emails will only be sent to Loyola email accounts. You can expect to hear back from me within 24 hours of you reaching out. When I reach out to you directly, please respond within 48 hours.

SOE VISION

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

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.

CONCEPTUAL FRAMEWORK AND CONCEPTUAL FRAMEWORK STANDARDS

Each syllabus is required to have a statement explaining how the SOE's Conceptual Framework (CF)—***Social Action through Education***—is exemplified within the context of the particular course. As a part of this statement, faculty need to attend to how the course addresses **diversity** and the social justice mission of the School of Education.

If the course(s) you are teaching houses a Core Assessment for one or more of the CF standards for your program area, it is critical that you include the CF standard(s) and describe how it weaves through the course and is assessed. For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

SOE Conceptual Framework Standards (CFS)

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

DISPOSITIONS

All courses in the SOE assess student dispositions. As a result, your syllabus is required to have a statement describing which SOE dispositions will be assessed in the course: ***Professionalism, Inquiry, and Social Justice***. Full transparency is critical to ensure that students are able to meet the expectations in this area. In this course, we focus on professionalism in applied school contexts related to system change planning and supervision in the field to further develop professional competencies and growth. We engage in this process through a social justice and equity lens, with a particular focus on the degree to which groups historically disenfranchised in schools (e.g. racial/ethnic minorities, those which are undocumented, students with disabilities, those that identify as LGBTQ) are receiving adequate support in schools. Further, we consider how educators as system level consultants can identify and help to address issues of equity through data-collection,

analysis and the direction of system level strategies as part of a team to reduce bias and inequities at the institutional level. Disposition data are reviewed by school psychology program faculty on a regular basis and this review informs the annual review of progress which occurs in the spring of every year. A description of how we use disposition data in the SOE is included in the [SOE syllabus addendum](#).

**Please see the syllabus addendum to access important
Loyola University Chicago School of Education Course Policies and Procedures.**

CLASS ASSIGNMENTS

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

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

This assignment will be submitted through the Assignments tab and is **DUE BY 2/14/2021 at 11:59 pm**.

Evidence-based Intervention Analysis. Based on the Problem of Practice statement created for the first assignment, students should identify an intervention by searching one or more of the EBI databases that they could modify in order to address their problem. The purpose of this assignment is to ensure that you know how to interpret the information presented in the databases and modify interventions for a target population. Therefore, assignments that are written using an intervention not found in a database will receive a failing grade. Upon finding the intervention in one of the databases, students should write a paper that includes the following information:

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

Your paper should be completed as a Word document that is 8-10 pages using Times New Roman and 12-point font with 1-inch margins and conform to the writing style and formats specified in the *Publication Manual of the American Psychological Association*, 6th edition. Only work submitted via Sakai will be accepted and no work will be accepted via email or in hard

copy. Note that papers submitted as PDF or RTF files will not be accepted either. Papers that do not comply with formatting as described will be returned and not be graded.

This assignment should be submitted through the Assignments Tab and is **DUE at the end of Module 3 on 4/4 by 11:59 pm.**

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

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

Presentations should be between 15-20 minutes long and professionally formatted with all sources cited as specified in the *Publication Manual of the American Psychological Association*, 6th edition. You can create your voice narrated presentation through any means that you like (i.e. Recorded Zoom, Panopto, Voicethread). You will submit the link to your presentation through the Assignments Tab. Students are expected to review their presentation before posting to ensure that their voice is clear and audible. Presentations that do not comply with formatting as described will not be graded.

This assignment should be submitted through the Assignments Tab and is **DUE at the end of Module 4 on 4/30 by 11:59 pm.**

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

EVALUATION & GRADING PROCEDURES

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

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

Grades will be given using the following scale:

Grade	%
A	93-100
A-	90-92
B+	87-89

B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	< 60

Dates	Course Outline
<p align="center"><u>Welcome and Overview</u></p> <p align="center">Thursday 1/21</p> <p align="center"><i>Attend Live Zoom 6:00-7:30 pm CST</i></p>	<p><u>Topic:</u> Introduction & Overview of Course</p>
<p align="center"><u>Module 1</u></p> <p align="center">Evidenced-Based Interventions: Definition, History, & Current Issues</p> <p align="center">1/25-2/14</p> <p align="center"><i>2/4</i></p> <p align="center"><i>Attend Live Zoom 6:00-7:30 pm CST</i></p>	<p><u>Lesson 1:</u> Evidence-Based Interventions vs. Research-Based Interventions</p> <hr/> <p><u>Lesson 2:</u> Incorporating Evidenced-Based Interventions into Evidenced-Based Practices</p> <hr/> <p><u>Lesson 3:</u> Fidelity and Adaptation of Evidenced-Based Interventions for Multicultural Evidenced-Based Practices</p> <hr/> <p align="center"><u>Assignment:</u> Equity Problem of Practice Statement due 2/14 before midnight.</p>
<p align="center"><u>Module 2</u></p> <p align="center">Evaluating Interventions & Establishing an Evidence Base</p> <p align="center">2/15-3/7</p> <p align="center"><i>3/4</i></p> <p align="center"><i>Attend Live Zoom 6:00-7:30 pm CST</i></p>	<p><u>Lesson 1:</u> Establishing an Evidence Base</p> <hr/> <p><u>Lesson 2:</u> Qualitative & Applied Approaches to Establishing Evidence</p> <hr/> <p><u>Lesson 3:</u> Culturally Sensitive Approaches to Establishing Evidence</p>
<u>March 6-10 SPRING BREAK!!!!!!</u>	
<p align="center"><u>Module 3</u></p> <p align="center">Evidenced-Based Intervention Databases</p> <p align="center">3/15-4/4</p>	<p><u>Lesson 1:</u> Evidenced-Based Intervention Databases</p> <hr/> <p><u>Lesson 2:</u> Limitations of Databases</p> <hr/> <p><u>Lesson 3:</u> Adapting Evidenced Based Interventions</p> <hr/> <p align="center"><u>Assignment:</u> Evidenced-Based Intervention Analysis due 4/4 before midnight.</p>

<p align="center"><u>Module 4</u></p> <p align="center">Implementation and Progress Monitoring of Evidenced-Based Interventions</p> <p align="center">4/5-4/30</p> <p align="center">4/8</p> <p align="center">Attend Live Zoom 6:00-7:30 pm CST</p>	<u>Lesson 1:</u> The Science of Implementation
	<u>Lesson 2:</u> Implementation Science in Schools
	<u>Lesson 3:</u> Evidenced-Based Decision Making
	<u>Lesson 4:</u> Collaboration for Evidenced-Based Intervention Implementation
	<u>Assignment:</u> Evidenced-Based Intervention Action Plan due 4/30 before midnight.

Loyola University Chicago
School of Education
Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness 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 for this course include:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

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, Digication or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

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

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***.

Syllabus Addendum Link

<https://www.luc.edu/education/studentlife/resources/syllabi/>