

School Psychology
CIEP 546 Advanced Practicum 2020-2021
Pamela Fenning, PhD, ABPP
Syllabus and Activities Fall 2020

*Thank you to Dr. Rosario Pesce for sharing a previous version of this syllabus and related materials



CIEP 546 (Section 001)
Advanced Practicum in School Psychology
Spring 2021 Semester
Online Weekly Synchronous Sessions
Thursdays: 8:00 am -10:00 am, CST
Recurring Zoom link, here: [Zoom](#)

Professor: Pamela Fenning, PhD, ABPP
Board Certified in School Psychology

Contact Information:

Email [-pfennin@luc.edu](mailto:pfennin@luc.edu)

Phone: (312) 915-6803

Office: Lewis Towers, #1136

Online Office Hours: Tuesdays 11:00 am -12:00 pm and by appointment

Virtual Office Hours: Tuesday 8:00 am -10:00 am via zoom and by appointment

Responsiveness: Email policy is 24/7, when you send an email, I will respond in 24 hours, 7 days a week. I will return assignments in one week's time.

Site Visits: I will contact your site supervisor for a virtual site visit in the spring via zoom, with the goal of completing each of them by 3/1. In the spring semester, your supervisor will complete the practicum evaluation, which will be sent via Live Text. Additional site visits may be scheduled, as needed, if initiated by the site supervisor, myself or anyone in the course.

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](#)

REQUIRED TEXTBOOKS, READINGS, TECHNOLOGY AND SOFTWARE

Newman, D.S. (2019). *The school psychology internship: A guide for interns and supervisors*. (2nd edition). Routledge, New York. ISBN: 978-1-138-23209-9

Articles and resources posted on Sakai and noted by week on syllabus below

Sakai: You will use Sakai to access all instructional materials and to submit assignments. Step by step instructions for using Sakai are here: [Sakai Student Site](#). For additional assistance, contact the IT Service Desk at itsservicedesk@luc.edu or 773-508-4487.

Zoom: We will use Zoom for weekly online meetings and office hours. In these meetings, you can share your audio and video with the rest of the class. You will need to download and install Zoom on the computer you plan to use for online meetings. View [How do I download Zoom?](#) for additional instructions. A camera and microphone are recommended to fully participate in the online meetings. Many laptops will already have a microphone and camera built-in. If you do not have a microphone, there is a call-in option. If you would like to test Zoom before our first scheduled meeting, view [How do I test prior to joining a meeting?](#) To join the Zoom meeting for this course, you will select the Zoom tab from the tool menu on the left-hand side of the page and select the appropriate meeting. For additional Zoom assistance, you can contact 24/7 Zoom support. Visit [How do I contact Zoom support?](#) (cut and pasted directly from template provided by Loyola's Office of Online Learning)

It is also recommended that you purchase a quality headset. Also, please test the microphone/sound on the device you will be using to join synchronous classes. For additional assistance, contact the IT Service Desk at itsservicedesk@luc.edu or 773-508-4487.

Go React: You have access to GoReact, which can be used to create fictional videos that allow you to practice skills in assessment, counseling, intervention, consultation, professional development/technical support. Information about Go React is provided here: <https://help.goreact.com/hc/en-us>. You will log in to Go React with your Loyola login credentials. We may use Go React to facilitate to facilitate in-class activities.

COURSE DESCRIPTION

The School Psychology Advanced Practicum is designed for doctoral level school psychology students to engage in supervised clinical experiences in applied settings and receive university-based supervision related to their cases through group supervision and case presentations. The goal of the Advanced Practicum is for students to obtain additional clinical experiences in applied settings following a year-long school-based

practicum (year 2) and/or a second Advanced Practicum experience for those in the 4th year of the School Psychology PhD Program. This course is unique compared to other courses in the school psychology program because it provides students the opportunity to learn from each other's clinical experiences. Students discuss their roles at their respective sites and the unique experiences they have. In this way, students gain greater exposure to the diverse practices of school psychology not only by learning from their own experience, but also from the experiences of their classmates.

The course provides a truly transformative experience for doctoral students as they continue on their personal training path of pre-internship experiences with the goal of being prepared for a year-long internship that occurs near the end of the program. This journey begins late in the first semester of their School Psychology Practicum class in year 2, CIEP 461(3), when students will be asked to complete the Advanced Practicum NASP Domain Self-Assessment (NDSA). Please find this in the Appendix. This tool is subsequently used at the start of each academic year to track evolution across practice domains moving from Beginner, while still in CIEP 461(3) to Early Competence by the end of their second year of Advanced Practicum.

Due to COVID-19, psychological services in many schools, clinics and hospitals have quickly transitioned to telepsychology, resulting in very different training experiences for students at this moment. A component of the course will involve didactic training in telepsychology, a review of prominent association guidance on the delivery of telepsychology services during COVID-19 and training standards in telepsychology. Advanced practicum students may engage in the delivery of tele-psychological services with appropriate supervision by the site supervisor in a similar vein to how other services are delivered in the field. This course will also provide didactic instruction through an overview of telepsychology practice and current trends related to it.

LEARNING OUTCOMES

- 1). Students will gain clinical skills in school psychology practice areas that are inclusive of assessment, intervention, consultation, systems change work, and other support activities commensurate with the focus of their advanced practicum site.
- 2). Students will become facile in the application of a structured peer group supervision model (adapted from Newman et al., 2013) through presentation of their own clinical cases and in gaining introductory skills as facilitators of this model.
- 3). Students will evaluate their progress toward their clinical competencies and prioritize their goals for clinical training next year in either a second advanced practicum or internship.
- 4). Students will apply their understanding of racial and other forms of inequitable access to mental health and educational supports when conceptualizing cases in the throes of COVID-19 and the broader context of oppression.

ASSIGNMENTS AND GRADING

Summary of Assignments: Please see below for specific assignment descriptions. All assignments will be submitted to the assignment page of Sakai.

1). Completion of Two Case Presentations. You will be responsible for doing two case presentations in class this semester. You should sign up to do one of your presentations in the first half of the semester (February 4th -March 18th) and the second one during the second half of the semester (March 25th -April 19th) Please sign up on google document, linked here: [Case Presentation Sign-up Sheet](#).

We will be following the Structured Peer Group Supervision (Newman et al., 2013) model, linked here: [Structured Peer Group Supervision Model](#). The case presentation you will do during the first half of the semester will be facilitated by me but all students are expected to participate. For the case presentations done during the second half of the semester, in addition to signing up to present a second case, you will additionally sign up to serve as a “peer facilitator” with support from me for one of the case presentations.

When you present your case, you should prepare a power point in advance to share with the class that covers step #1 of the Structured Peer Group Supervision Model, which contain the following components:

- a. Background information
- b. Current assessment data
- c. Initial case conceptualization
- d. Specific consultation questions

The case can be at the individual, classwide, group or systems level. The service delivery areas can include: individual/group counseling/therapy, consultation, systems-level work, or another form of services selected in collaboration with the course instructor. Your power point slides should be uploaded to Sakai.

Each student will sign up for two presentations and all presentations will conclude by the last week of class.

2). Completion of Three End-of the Month Clinical Hour Log Reports (using Time2Track monthly report or equivalent tracking system). Clinical hours should be disaggregated by service delivery activity engaged in for the month (e.g., counseling, consultation, assessment, intervention, support activities). Completion of the minimum number of required supervised clinical hours, based on whether one is enrolled in Advanced Practicum #1 (year 3) or Advanced Practicum #2 (year 4) will be documented on the final log #3. Please see section entitled **Required Advanced Practicum Hours**. The minimum number of hours are as follows: (1) a total of 600 hours for the first Advanced Practicum (Year 3) or (2) a total of 300 hours in the second Advanced Practicum (Year 4). **Due on 2/25/21 (Log 1); 3/25/21 (Log 2) and 4/29/21 (Log 3). Final Log 3** should contain the total hours accrued during all of semester 1 to date. It is very likely that the minimum # hours for those required to complete the minimum 600 hours of practicum required in year #3 of the program. The instructor will assign an incomplete so hours can continue to be compiled through June so the hours can be met. **Total Possible Points =10 for each log; Possible Points for all three logs =30.**

3). Completion of Three End-of the Month Reflection Papers. Each reflection should describe an issue that was either particularly challenging and/or growth enhancing that occurred in that month. The reflection could focus on an area where supervision/feedback is desired and/or describe a solution/response that was observed that might be integrated into practice. The reflection can also be used to describe a challenging situation and how one might work with others to address it in a clinical setting. The final reflection for each semester should be an analysis of experiences over the entire term and a description of areas of growth for the next clinical experience (e.g., Advanced Practicum #2, Internship). **Due on 2/25/21 (Reflection 1); 3/25/21 (Reflection 2) and 4/29/21 (Reflection 3)**. Submit each reflection to assignment page on Sakai.

Total Possible Points =10 for each reflection; Possible Points for all three reflections =30.

4). School Psychology Advanced Practicum Plan Assessment and Review #1 with input from the site supervisor and university supervisor, you will review your current Advanced Practicum plan from semester 1 and evaluate where you are with the goals set. If necessary, you will revise the advanced practicum plan to accommodate the current context and create a road map for the spring 2021 semester. Along with any revisions made to your plan, you should submit a 2–3-page analysis of where you are in meeting your semester one goals and your rationale for any changes you have made to the plan for spring 2021. You should also respond to the following prompts: What facilitated any changes you are making to your goals? What, if

any, have been some barriers to achieving your goals, and what adjustments will you be making, with a description of support needed from your site and/or university supervisors or others to overcome the barriers you have experienced? You should include in your practicum plan a project that you plan on completing in the spring of 2021. This project could be a doctoral portfolio assignment, such as the academic/behavioral case study and you should be specific as to where you are with the portfolio assignment, as relevant.

Total Possible Points=15 Points, Due on 2/18/21

5). School Psychology Advanced Practicum Plan Assessment and Review #2 Near the end of the semester, you will once again review your practicum plan and write up an evaluation of your progress in meeting your goals. Unlike the first Advanced Practicum Plan assignment, you will not be revising your advanced practicum plan. Therefore, you should focus your efforts here on describing training priorities for next year - either as part of your second Advanced Practicum or your internship. Describe priorities for building upon your experiences this year with a focus on service delivery areas where you did not have exposure/opportunities to develop competencies in. There is not a specific page length, but 3-4 pages should suffice. **Total Possible Points =15 Points, Due on April 15th, 2021**

Summary Table: Course Assignments/Due Dates/Possible Points for Each and Total Points for the Course

Course Requirement/Assignment	Due Date	Possible Points
Case Presentation #1	As Assigned; Structured Peer Group Supervision Model	15
Case Presentation #2	As Assigned; Structured Peer Group Supervision Model	15
School Psychology Advanced Practicum Plan Revision (as needed) and Written Analysis	February 18 th , 2021	15
School Psychology Advanced Practicum Plan Assessment and Review #2	April 15 th , 2021	15

Reflections About On-Site Clinical Experiences	February 25 th , 2021; March 25 th , 2021, and April 29, 2021	30 (3 Submissions; 10 points each)
Monthly Logs with final semester log showing accrual of hours	February 25 th , 2021; March 25 th , 2021, and April 29, 2021	30 (3 Submissions; 10 points each)
TOTAL POSSIBLE POINTS		120

Final course grades will be assigned as follows:

Class Percentage%	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

LATE WORK/MAKE-UP POLICY

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.

ATTENDANCE POLICY

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.

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.

SOE 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

Our School of Education (SOE) Conceptual Framework is ***Social Action through Education***. The course seeks to embody the tenets of the SOE Conceptual framework through its focus on providing PhD students in School Psychology with advanced clinical training experiences that are aligned with NASP Standards. The program's aims under the auspices of the APA Standards of Accreditation and their personal training goals and objectives. The course addresses diversity and social justice through case consultation and supervision of applied clinical practice with Pre-k-12 grade students from culturally and linguistically diverse backgrounds. Diversity is emphasized throughout the course with considerations for how institutional and personal bias in race/ethnicity, class, gender, gender identity, disability, language, immigration status and other intersected identities impacts case conceptualization and treatment. Social justice undergirds the course with a focus on how bias and discrimination, both explicit and implicit, impacts service delivery in schools, clinics, hospitals and other applied clinical settings. A discussion of how school psychologists can advocate for equitable mental health and psychoeducational service delivery is a major focus of the clinical supervision and case conceptualization. The course integrates content on social justice and diversity by analyzing the sociocultural systemic and institutional barriers that prevent students from culturally and linguistically diverse backgrounds to have access to appropriate and equitable behavioral, academic, social/emotional and mental health supports.

DISPOSITIONS

All students are assessed on one or more dispositional areas of growth across our school psychology programs: ***Professionalism, Inquiry, and Social Justice***. You will be assessed on all three areas of growth within the course. In this course, we focus on your **professionalism** in your handling of clinical cases directly with the client/student and indirectly in your interactions with school and clinical professionals, families, and community members. The **inquiry** is focused on how school psychologists in a range of settings, including schools, clinics and hospitals, can effectively deliver assessment, counseling, intervention, consultation,

system change work and other forms of effective service delivery in support of students having a range of behavior, social-emotional and academic needs. 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 and mental health settings can receive equitable and just treatment. Disposition data are reviewed by school psychology program faculty on a regular basis and this review informs the annual review of progress. Every student in the school psychology PhD program is assessed on all dispositions in every school psychology course. In CIEP 546, the specific disposition items that are particular to this course are related to finding and critiquing culturally appropriate assessments, interventions, and having empathy and sensitivity as a school psychologist in practice. You can find the rubric used by all school psychology faculty to assess your dispositions in the PhD School Psychology handbook and posted on Live Text at www.livetext.com (login with your Loyola student ID and then click on the course “CIEP 546”, whereby the School Psychology disposition rubric will populate).

AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) STANDARDS OF ACCREDITATION (SOA).

As a doctoral program accredited by the APA, the PhD School Psychology Program at Loyola University Chicago, prepares doctoral-level, Health Service Psychologists. Advanced Practicum is intended to provide clinical training which prepares students for the predoctoral internship and professional roles as psychologists. The Advanced Practicum experience is consistent with the aims of the program, which are as follows:

Aim #1: To develop scientist-practitioners who have a professional identity as socially just school psychologists who are guided by the ethical and legal principles of the profession;

Aim #2: To develop scientist-practitioners who understand and can implement evidence-based, assessment, intervention, and consultation practice from a social justice perspective; and

Aim #3: To develop scientist-practitioners who can evaluate, produce, and disseminate research

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

ADVANCED PRACTICUM PROCEDURES

Students complete two advanced practica; one during their third year in the program and second in their fourth year. Students are at their practicum sites for the entire academic year. It is highly recommended that the first Advanced Practicum be completed in a school setting, which the second advanced practicum being a good opportunity to complete a practicum in a school, clinic or hospital-based setting.

It is important that any decisions about Advanced Practicum placements be made based upon the personal training goals developed by students in collaboration with the Coordinator of Clinical Training. During the second year in the doctoral program and as part of the school-based practica (CIEP 461/463), students complete the NASP Domain Self-Assessment and use it as a guide to structure a conversation with the Coordinator of Clinical Training (CCT) to discuss training goals during the spring semester prior to the year in which the Advanced Practicum will be done. Based on this conversation, the CCT reaches out to potential sites and supervisors to discuss potential Advanced Practicum Placements. Students should not contact sites on their own.

The CCT assigns students to practicum sites that have been established as appropriate Advanced Practicum training experience and in cooperation with the school psychology program faculty and school of education. These sites have been carefully selected because of the high quality of the mentoring relationship between the Advanced Practicum student and the site-based supervisors, the diversity of roles available for practice, and the opportunities to serve the needs of students from underrepresented groups.

Once the site is secured and the Advanced Practicum student consults with the clinical supervisor, a tentative Advanced Practicum Plan is created, in which the activities that the student will engage in are described, as well as how the activities align with the program aims established by the School Psychology Doctoral Program consistent with its American Psychological Association (APA) accreditation. It is not likely that every aim is addressed by one practicum experience.

REQUIRED ADVANCED PRACTICUM HOURS

Students complete two Advanced Practica; the first one in year 3 and the second one in year 4. It is highly recommended that students complete their first Advanced Practicum in a school setting. Students must enroll in Advanced Practicum for three credits each semester. For **Advanced Practicum #1 (year 3)**, students complete a minimum of **600 clinical hours** across the academic year. For **Advanced Practicum #2 (Year 4)**, students complete a minimum of **300 clinical hours** across the academic year. Students are allowed to complete more hours or select an Advanced Practicum with expectations that more hours than the program requires. However, it is important to students should consider the totality of all program (e.g., dissertation, course work, internship applications) and professional obligations when making this decision.

TRACKING ADVANCED PRACTICUM HOURS

It is critical that doctoral students keep track of the supervised hours they perform during Advanced Practicum which will be submitted as monthly logs. Students are not required to purchase tracking systems commonly used in the field. However, students should use a systematic tracking system for documenting clinical hours so that the minimal number of hours for all practica requirements are ensured and can be used for the purposes of internship applications and licensure/credentialing. The monthly logs should minimally contain the number of hours of experience in the following service delivery categories: (1) counseling; (2) consultation, (3) assessment; (4) intervention, and (5) support activities. The number of supervision hours received both through university and site-based supervision should be tallied as well. In addition, total number of supervised hours should be tallied monthly. These hours are submitted monthly to the university instructor as logs. At the end of each semester, the total number of hours for experience in each service delivery category and the overall total accrued hours should be submitted to the instructor.

All student must apply for APPIC and APA accredited internships. Practicum hours that are accrued through the program, including those completed during the Advanced Practicum are included in the APPIC application, referred to as the "AAPI", which is completed online. The AAPI Online sections are: *Intervention Experience*, *Psychological Assessment Experience*, and *Supervision Received*, which is part of the predoctoral internship application. Information about the APPIC application process and the submission of practicum hours are found on the APPIC web site, here: [APPIC Match](#). Specific information about the AAPI is here: [AAPI information](#)

Students should only record hours for which they received formal academic training and credit or which were sanctioned by the graduate program as relevant training or some work experiences (e.g., VA summer traineeship, clinical research positions, time spent in the same practicum setting after the official practicum

has ended – if these experiences were required by the academic program). Practicum hours must be supervised. Students should consult with the Director of Clinical Training (DCT) to determine whether experiences are considered program sanctioned or not. The DCT must be aware of and approve of the clinical activity.

Due to the COVID-19 pandemic, APPIC has provided guidance about how clinical hours are reported on the AAPI online. Here is a link to a FAQ with responses to common questions that have been asked, [APPIC COVID-19 FAQs](#). Please also see the following APPIC memo about how AAPI tele-mental health and assessment hours have been modified in response to the COVID-19 pandemic, as follows: [AAPI COVID-19 Modifications](#)

SUPERVISION REQUIREMENTS

Supervision is provided by both a university-based supervisor, who is a licensed psychologist for independent practice and a credentialed school psychologist (in Illinois). The on-site supervisor should be appropriately credentialed/licensed for the setting in which they are providing clinical services. If a student is completing an Advanced Practicum in a school setting, the clinical on-site supervisor should be a credentialed school psychologist. The on-site supervisor should provide weekly supervision. The university-based supervisor provides group case supervision in the weekly Advanced Practicum Course. Due to COVID-19, supervision will be done via zoom.

If circumstances dictate a student must miss an online supervision class meeting, or if there is a day when arrival is anticipated to be late, the student must alert the instructor ahead of the class meeting. If circumstances do not permit this, the student must contact the instructor as soon as possible.

Students should come prepared for university-based supervision sessions by having at least three questions for supervision to share with the university supervisor and peers. The questions can relate to a specific case, clinical activity or a relevant issue occurring at the Advanced Practicum Site. The supervision discussion will occur through restorative practices in a circle format. I will be providing a template each class for us to follow along with and will ask students in the class for some guiding questions/topic areas to put into the template the following week.

EVALUATION PROCEDURES

The student will be evaluated on the quality of work products by both the on-site supervisor and university supervisor/coordinator. The site supervisor's recommendation will constitute a significant portion of the student's grade along with university-based assignments tied to the course requirements. Since each Advanced Practicum spans across two semesters, a formal summative evaluation will be completed by the site supervisor in the spring semester of the academic year. The summative evaluation forms are tied to applied school psychology practice in the field and are aligned with NASP Standards and the three aims of the program, specifically aim #2, which is clinical in nature:

Aim #2: To develop scientist-practitioners who understand and can implement evidence-based, assessment, intervention, and consultation practice from a social justice perspective; and

The site supervisor evaluation form is Appended to this syllabus.

SITE VISITS

There will be one site visit at the outset of the fall semester and one during the spring. In the fall semester, these will be done virtually with the spring semester to be determined. Additional virtual site visits could occur if necessary and could be initiated by the student, university supervisor, or site supervisor. The focus of each site visit will be a focus on progress made with the goals, the activities and projects that are anticipated, in progress and completed, the process of evaluation and supervision, the contributions the student would like to make during the practicum experience, and the areas of focus for growth in professional competencies necessary for predoctoral internship readiness. The student will provide an update on the progress of the activities of the plan during the spring semester site visit and set future goals in needed growth areas.

COURSE SCHEDULE (Spring 2021 Schedule)

Date	Topics	Products Due and Discussion Focus
January 21, 2021	Semester Overview Introduction to Peer Supervision	None
January 28, 2021	Group and Individual Supervision	Read Newman Chapter 7 Review structured peer group supervision model slides and discuss group supervision format Costello, L.H., Belcaid, E. & Arthur-Stanley, A. (2018). Reflective supervision: A clinical supervision model for fostering professional growth. <i>Communique</i> , 46(7), 4,6
February 4, 2021	Group and Individual Supervision	Review video -Job Interview Transcript, and Newman, Appendices E-G https://www.youtube.com/watch?v=Ob4do34riZk (In Class Activity-Interviewing for School Psychologist Role -Applications to Advanced Practicum) Case Presentation
February 11, 2021	No Class	Break -to Replace Spring Break -Instructor Available During the Week to Check in About Advanced Practicum Plan and Link to Portfolio Assignments

<p>February 18th, 2021</p>	<p>Group and Individual Supervision</p>	<p>Read: Newman Chapter 8</p> <p>Simon, D.J., Cruise, T.K., Huber, B.J., Swerdlik, M.E., & Newman, D.S. (2014). Supervision in school psychology: The developmental/ecological problem solving model. <i>Psychology in the Schools</i>, 51(6), 636-646. DOI: https://doi.org/10.1002/pits.21772</p> <p>School Psychology Advanced Practicum Plan Assessment and Review #1</p> <p>Case Presentation</p>
<p>February 25th, 2021</p>	<p>Group and Individual Supervision</p>	<p>Sutherland, M. & Whalen, A. (2019). Multicultural supervision in school psychology: Recommendations for practice, <i>Communique</i>, 48(2), 1, 30-31</p> <p>Reflection #1 Due; Log #1 Due</p> <p>Case Presentation</p>
<p>March 4th, 2021</p>	<p>Group and Individual Supervision</p>	<p>Borders, L.D., (2001). A systematic approach to peer group supervision. <i>Journal of Counseling and Development</i>, 69, 248-252.</p> <p>Case Presentation</p>
<p>March 11th, 2021</p>	<p>Group and Individual Supervision</p>	<p>Watkins, C.E., Hook, J.N., Mosher, D.K., & Callahan, J.L. (2019). Humility in clinical supervision: Fundamental, foundational and transformational. <i>The Clinical Supervisor</i>, 38(1), 58-78. DOI: 10.1080/07325223.2018.1487355</p> <p>Case Presentation</p>

March 18 th , 2021	Group and Individual Supervision	McKenney, E.LW, Newman, D.S., Faler, A. & Hill, K.L. (2019). Structured peer group supervision of school consultation: A case study. <i>The Clinical Supervisor</i> , 38(1), 135-137. Case Presentation
March 25 th , 2021	Group and Individual Supervision	Chenneville, T. & Schwartz-Mette, R. (2020). Ethical considerations for psychologists in the time of COVID-19. <i>American Psychologist</i> , 75(5), 644-654. Reflection #2 Due; Log #2 Due Case Presentation
April 1, 2021	Group and Individual Supervision	Simon, D.J., & Swerdlik, M.E. (2017). Teaching supervision skills to prepare and support school psychologists. <i>Communique</i> , 45(7), 1-9. Case Presentation
April 8 th , 2021	Group and Individual Supervision	Read: Newman Chapter 10 Case Presentation
April 15 th , 2021	Group and Individual Supervision	Read Newman Chapter 11 School Psychology Advanced Practicum Plan Assessment and Review #2 Case Presentation
April 22 nd , 2021	Group and Individual Supervision	Read Newman Chapter 12 Case Presentation

April 29 th , 2021 (Last Class)		Class Wrap-up Reflection #3 Due; Final Log #3 Due reflecting total hours Case Presentation
Finals Week	Group and Individual Supervision	No Class

SYLLABUS ADDENDUM

- Smart Evaluation
- The SOE Statement on Conceptual Framework and Student Dispositions
- LiveText
- Student Resources and Center for Student Access and Assistance (CSAA)
- Academic Honesty
- Accessibility
- EthicsLine Reporting Hotline
- Electronic Communication Policies and Guidelines

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.

The 13 possible objectives you will select from are listed below:

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)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing

9. Learning how to find, evaluate and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

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](#).

Additional ONLINE Course Policies

***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.

***Synchronous Meetings**

In this course, we will have weekly synchronous meetings on all course meeting dates on Thursdays from 8:00 -10:00 am, CST. Please see the course schedule within this syllabus for the class meeting dates. We will be using the zoom platform using the same link, here: [Zoom](#)

It is recommended that you obtain a high-quality head set and information about zoom is noted above under required technology.

***Student Participation**

It is the expectation that you join the weekly zoom synchronous sessions and fully participate. We will have interactive case presentations structured throughout the semester. While you can “pass” during the case presentation and feedback session about cases, your active engagement and participation is expected. You are also expected to read materials listed by week prior to the start of class to participate in an engaged discussion. Materials will all be posted on Sakai and you should review Sakai in the week prior to class to access class materials.

***Class Conduct**

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**

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](#) (SAC) (<http://www.luc.edu/sac/>).

***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/>

APPENDIX: SELF-ASSESSMENT TOOLS

NASP DOMAIN SELF-ASSESSMENT

Name _____ Date _____

This checklist is designed to help you gauge your developmental level and learning outcomes as related to the NASP Domains of Practice.

Developmental Level

Beginner
Beginner to Advanced Beginner

Advanced Beginner to Early Competence
(Adapted from Newman (2013, p. 9)

Learning Outcomes

Awareness to Organized Knowledge
Organized Knowledge to Skill
Acquisition
Skill Acquisition to Skill Application

Domain 1: Data-Based Decision Making and Accountability

<i>The practicum student:</i>	<i>Developmental Level</i>
Knows varied methods of assessment and data-collection for identifying strengths and needs	
for developing effective services and programs and	
for measuring progress and outcomes.	
As part of a systematic and comprehensive process of effective decision making and problem solving, demonstrates skill to use psychological and educational assessment and data collection strategies, and technology resources, and	
applies results to design, implement, and evaluate response to services and programs.	

Domain 2: Consultation and Collaboration

<i>The practicum student:</i>	<i>Developmental Level</i>
Knows varied methods of consultation, collaboration, and communication applicable to individuals,	
families	
groups	
systems used to promote effective implementation of services.	
As part of a systematic and comprehensive process of effective decision making and problem solving demonstrates skills to consult, collaborate, and communicate with others during design,	
implementation	
evaluation of services and programs.	

Domain 3: Interventions and Instructional Support to Develop Academic Skills

<i>The practicum student:</i>	<i>Developmental Level</i>
Understands the biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes.	
Knows evidence-based curriculum and instructional strategies.	
In collaboration with others, demonstrates skills to use assessment and data collection methods to implement services that support cognitive and academic skills	
and evaluate services that support cognitive and academic skills.	

Domain 4: Interventions and Mental Health Services to Develop Social and Life Skills

<i>The practicum student:</i>	<i>Developmental Level</i>

Understands the biological, cultural, developmental, and social influences on behavior and mental health;	
behavioral and emotional impacts on learning and life skills; and	
evidenced-based supported strategies to promote social–emotional functioning and mental health.	
In collaboration with others, demonstrates skills to use assessment and data collection methods	
implements services to support socialization, learning, and mental health	
evaluates services to support socialization, learning, and mental health	

Domain 5: School-Wide Practices to Promote Learning

<i>The practicum student:</i>	<i>Developmental Level</i>
Understands school and systems structure, organization, and theory	
general and special education	
empirically supported school practices that promote academic outcomes, learning, social development, and mental health.	
In collaboration with others, demonstrates skills to develop	
implement practices and strategies to create and maintain effective and supportive learning environments for children and others	

Domain 6: Preventive and Responsive Services

<i>The practicum student:</i>	<i>Developmental Level</i>
Understands the principles and research related to resilience and risk factors in learning and mental health	
services in schools and communities to support multi-tiered prevention	
empirically supported strategies for effective crisis response	
In collaboration with others, demonstrate skills to promote services that enhance learning, mental health, safety, and physical well-being through protective and adaptive factors and	
skills to implement effective crisis preparation, response, and recovery.	

Domain 7: Family–School Collaboration Services

<i>The practicum student:</i>	<i>Developmental Level</i>
Comprehends principles and research related to family systems, strengths, needs, and culture	
empirically supported strategies to support family influences on children’s learning, socialization, and mental health	
methods to develop collaboration between families and schools.	
In collaboration with others, demonstrates skills to design	
implement	
evaluate services that facilitate family and school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children.	

Domain 8: Development and Learning

<i>The practicum student:</i>	<i>Developmental Level</i>
Understands individual differences, abilities, disabilities, and other diverse characteristics	
principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, individual, and role differences	

empirically supported strategies to enhance services and address potential influences related to diversity	
Demonstrates skills to provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts	
Recognizes that an understanding and respect for diversity in development and advocacy for social justice are foundations for all aspects of service delivery	

Domain 9: Research and Program Evaluation

<i>The practicum student</i>	<i>Developmental Level</i>
Understands research design, statistics, measurement, varied data-collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.	
Demonstrates skills to evaluate and apply research as a foundation for service delivery	
In collaboration with others, uses various techniques and technology resources for data collection, measurement, analysis, and program evaluation to support effective practices at the individual, group, and/or systems levels.	

Domain 10: Legal, Ethical, and Professional Practice

<i>The practicum student:</i>	<i>Developmental Level</i>
Understands the history and foundations of school psychology	
multiple service models and methods	
ethical, legal, and professional standards;	
other factors related to professional identity and effective practice as school psychologists	
Demonstrates skills to provide services consistent with ethical, legal, and professional standards and	
engage in responsive ethical and professional decision-making	
collaborate with other professionals	
apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills, effective interpersonal skills, responsibility, adaptability, initiative, depend- ability, and technology skills.	

As you decide upon what type of site in which you would like to work and/or as you develop your plan at a site please keep these in mind.

Advanced Practicum Site Supervisor Evaluation 2020-2021

CIEP 546 Advanced Practicum Supervisor Evaluation Rating Form

Note: Supervisors receive this form via LiveText, the Loyola online assessment system.

Welcome to the Loyola School Psychology School-Based Practicum Evaluation Form. The following evaluation form asks you to rate your practicum student’s skills consistent with the program’s aims, which are as follows:

Aim #1: To develop scientist-practitioners who have a professional identity as socially just school psychologists who are guided by the ethical and legal principles of the profession;

Aim #2: To develop scientist-practitioners who understand and can implement evidence-based, assessment, intervention, and consultation practice from a social justice perspective; and

Aim #3: To develop scientist-practitioners who can evaluate, produce, and disseminate research

As a doctoral program accredited by the APA, the PhD School Psychology Program at Loyola University Chicago prepares doctoral-level, Health Service Psychologists. Advanced Practicum, which is completed in year three and year four of the PhD program, provides supervised clinical training. Advanced Practicum focuses on training students in clinical competencies that prepare them for the pre-doctoral internship and ultimately, professional roles as psychologists.

In addition, the Advanced Practicum training is consistent with the National Association of School Psychologists (NASP) Standards, listed as follows:

Standards:

- | | | | |
|---------------------|---|----------------------|--|
| NASP 2010b.1 | Data-Based Decision-Making and Accountability | NASP 2010b.10 | Legal, Ethical, and Professional Practice |
| NASP 2010b.2 | Consultation and Collaboration | | |
| NASP 2010b.3 | Interventions and Instructional Support to Develop Academic Skills | | |
| NASP 2010b.4 | Interventions and Mental Health Services to Develop Social & Life Skills | | |
| NASP 2010b.5 | School-Wide Practices to Promote Learning | | |
| NASP 2010b.6 | Prevention and Responsive Services | | |
| NASP 2010b.7 | Family/School Collaboration | | |
| NASP 2010b.8 | Development and Learning Services | | |
| NASP 2010b.9 | Research and Program Evaluation | | |

There is also an opportunity for you to list any additional comments about the student's skills or experiences in Advanced Practicum.

For the questions, which include a rating scale, the following indicators will be used:

- 1 Does Not Meet Standard: Demonstrates minimal knowledge/skill as required at this training level
- 2 Partially Meets Standard: Basic knowledge/skill attained and demonstrated routinely as required at this training level
- 3 Meets Standard: Uses knowledge/skill flexibly as part of repertoire at this training level
- 4 Exceeds Standard: Demonstrate more advanced knowledge/skill that is typical at this training level

For your convenience, you do not need to complete the survey in one sitting, and your responses will be saved on the survey online server provided that you complete the entire survey from the same computer. If you have any questions, please contact the Advanced Practicum Supervisor, Pam Fenning pfennin@luc.edu.

Rubric Instructions: Please rate the student as accurately as possible for each item. Feel free to add comments to specific objectives.

Advanced Practicum Supervisor Rating Form

	Exceeds Standard (4)	Meets Standard (3)	Partially Meets Standard (2)	Does Not Meet Standard (1)
Applies child development, learning theory, diversity and the relationship of curriculum to data-based decision making				
Uses data to evaluate outcomes of services and to facilitate accountability				
Uses technology to monitor programs and to assist in the assessment of individual, group, and system-wide interventions				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Classroom Observations				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Environmental Assessment				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Interviewing Techniques				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Behavioral Assessment				

KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Functional Behavioral Assessment				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Adaptive Behavior Assessment				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Curriculum Based Assessment				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Academic Assessment				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Intellectual Assessment				
KNOWLEDGE OF EVALUATION and ASSESSMENT TECHNIQUES in Social/Emotional Assessment				
Please list any additional comments on this advanced practicum student's experiences with data-based decision making and accountability here:				

Confers with teachers and other school personnel to clearly define areas of concern				
Establishes effective collaborative relationships with teachers and other school personnel				
Successfully identifies relevant environmental variables (e.g., antecedents, consequences)				
Demonstrates skill in working with students one-on-one				
Demonstrates skill in utilizing individual counseling techniques				
Demonstrates skill in working with a whole class of students				
Demonstrates skill in utilizing group counseling techniques				
Please list any additional comments on this advanced practicum student's experiences with consultation and collaboration here:				
Understands range of characteristics of various age levels				
Is able to accurately score items				
Interprets assessment data appropriately to answer referral questions				
Links assessment to interventions				
Has knowledge of school-based programs to meet needs of student				
Works effectively with school personnel to promote supportive learning environments				
Uses formal and informal assessment techniques to evaluate the performance and progress of students				
Collaborates with school personnel to develop appropriate academic goals and interventions for all students who do not meet academic standards/expectations as established by the State of Illinois or by local districts				
Please list any additional comments on this advanced practicum student's experiences with learning and instruction here:				

Applies the principles of behavior change through the provision of consultation, behavioral assessment and intervention, and counseling services to enhance student behavior				
Facilitates the implementation of strategies to improve instructional environments, and maximizes students' academic learning time				
Links assessment information to the development of strategies that address individual student's goals				
Applies theories of counseling to individual therapy cases to facilitate student growth and independence				
Utilizes counseling techniques and evidence-based strategies to implement group counseling to facilitate student growth or skill building				
Please list any additional comments on this Intern's experiences with mental health, socialization and development of life skills here:				
Promotes learning, prevention, and intervention by helping to create climates that foster mutual respect and caring for all students and their families and/or guardians				
Participated in administrative activities that focus on systems change or building-wide implementation of academic or social emotional learning.				
Reflects on the “big picture” of school practices				
Has a good grasp of the school climate				
Please list any additional comments on this Intern's experiences with School-wide practices to promote learning:				
Collaborates with other health care professionals to promote behaviors that lead to good health.				
Analyzes educational environments to develop strategies that encourage motivation and engagement in productive work through mutual respect and cooperation.				
Participates in any school crisis response or prevention activities				
Manages own stress and stress of staff or students productively				
Please list any additional comments on this advanced practicum student's experiences with prevention and crisis intervention here:				

Facilitates collaboration between schools and parents/guardians or the greater community by designing and facilitating educational interventions or supports.				
Works collaboratively with families during IEP and Evaluation procedures				
Recognize the subtle racial, class, gender, cultural, and other biases and the ways in which these biases influence decision making, instruction, behavior, and long-term outcomes for students				
Demonstrates respect for cultural diversity				
Develops strategies to promote an understanding of the role of cultural barriers on educational outcomes				
Practices gender equality and non-sex role stereotyping				
Participates in professional continuing education to minimize biases and to enhance training and expertise				
Please list any additional comments on this Intern's experiences with student diversity in development and learning here:				
Evaluates psychometric properties when selecting assessment methods.				
Applies knowledge of professional literature and research findings to all aspects of professional practice including service delivery improvements.				
Provides information about relevant research findings to school personnel, parents, and the public.				
Please list any additional comments on this Intern's experiences with research and program evaluation here:				
Practices in full accordance with the NASP Principles for Professional Ethics.				
Provides school psychological services consistent with prevailing legal, ethical, and professional standards (e.g., NASP Guidelines for the Provision of School Psychological Services).				

Maintains useful and accurate records and communicates information responsibly to families/guardians, students, colleagues.				
Maintains functional knowledge of IDEIA laws and regulations				
Please list any additional comments on this Advanced Practicum student's experiences with school psychology practice and development here:				
What letter grade would you recommend for this student FOR THE YEAR? (Please submit as a comment)				

Direct Observation

Please directly observe your Advanced Practicum student engaging in one of the core service delivery activities (i.e., consultation, intervention, or assessment) during the yearlong practicum experience. The student must be observed engaging in one of these activities at least once during the year. Please complete the following direct observation section to document your observation.

Only complete the following information for the activity you observed. If you conducted more than one observation, please complete the relevant information for that activity.

Assessment Observation:

- Provide a brief description of assessment activity (e.g., type of assessment, client demographics, etc.)

- Provide date and time of observation as well as length of time student was observed

- Rate student performance (Exceeds, Meets, Partially Meets, or Does Not Meet Standard)

Consultation Observation

- Provide a brief description of consultation activity (e.g., type of consultation, purpose of consultation, etc.)

- Provide date and time of observation as well as length of time student was observed

- Rate student performance (Exceeds, Meets, Partially Meets, or Does Not Meet Standard)

Intervention

- Provide a brief description of intervention activity (e.g., individual, group, purpose of intervention, client demographics, etc.)

- Provide date and time of observation as well as length of time student was observed

- Rate student performance (Exceeds, Meets, Partially Meets, or Does Not Meet Standard)
