

**LOYOLA UNIVERSITY CHICAGO
SCHOOL OF EDUCATION**

**CIEP 409-002: Evidence-Based Interventions
Summer 2021
[Online]**

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SCHOOL OF EDUCATION VISION AND MISSION

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.

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.

COURSE DESCRIPTION

This course is designed to provide students with an introduction to evidence-based interventions (EBI) used in school psychological service delivery from an anti-racist and equity lens. Course content includes definitions of evidence-based interventions, social justice and cultural sensitivity issues in the field of EBI, processes for identifying and adapting evidence-based interventions in school psychology, and a review of well-established evidence-based academic and behavioral interventions used in school-based settings.

REQUIRED TEXTBOOKS

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

SCHOOL OF EDUCATION MISSION AND CONCEPTUAL FRAMEWORK

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.

This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just practitioners. The framework components fulfilled by this course are:

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

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

CFS3: Candidates demonstrate knowledge of ethics and social justice.

Here is the link to the LUC SOE Conceptual Framework: www.luc.edu/education/mission/.

ESSENTIAL COURSE OBJECTIVES

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

NASP DOMAINS

The school psychology program at Loyola University Chicago is a NASP approved EdS program. This course is aligned with the NASP 2020 Domains for Professional Practice 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 domains:

- Domain 1: Data-Based Decision Making
- Domain 8: Equitable Practices for Diverse Student Populations
- Domain 9: Research and Evidence-Based Practice

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

METHOD OF INSTRUCTION

Students should expect to dedicate 12-16 hours per week on average to completing work for this course. This course will be taught using an online platform via Sakai that will include assigned readings to inform online discussions and quizzes. The course is divided into four consecutive modules and each module is designed for students to complete at their own pace with respect to the due date for each module. Module two is dependent on the completion of module one, module three requires completion of modules one and two, and so on. Therefore, modules must be completed consecutively and cannot be released before another is completed.

CLASS COMMUNICATION

Email and Sakai will be the primary methods of communication with students enrolled in this course. Students should expect a response from the instructor to any communication within 24-48 hours. 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 regularly checking their account for emails related to this class. If you have a personal email you would rather use, you may forward emails from your student account to the personal account. Emails will only be sent to Loyola email accounts.

DISPOSITIONS

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. *Please be sure to state the disposition or dispositions that are assessed in the course and direct students to where they can locate the rubric on LiveText.* A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

TECHNOLOGY

In order to be successful in online learning, students will need access to internet and a computer with a built-in video camera or a separate webcam. For further guidance on

technology for online learning, please revisit the [Technology Recommendations for Online Learning on the School Psychology Orientation site](#).

In addition to mastering the online learning technology, such as Sakai, Panopto, Zoom, and VoiceThread, this course assumes a basic and practical knowledge of technology. Students are expected to be proficient at word processing (including creating tables and figures), preparing PowerPoint presentations, communicating via Loyola Outlook e-mail, and downloading Microsoft Word and Acrobat Reader files.

DIVERSITY

In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. Students who display insensitive behaviors to diversity will be provided feedback and, depending on the behavior, may receive a disposition warning.

LANGUAGE & IDENTITY

Our use of language as school psychologists can serve as a tool for creating an inclusive community. Students and the instructor will use people-first language in all communication that describes people as people first before their group identity or prescribed classification. For example, we will practice saying child with an Autism Spectrum Disorder, instead of “Autistic kid.” In terms of race, we may say student of color. Further, we will practice using the pronouns “they” and “them” to represent individuals who are gender non-binary. Note that some in the disabled community prefer that you use their identity first in describing them. For instance, someone who is Deaf may prefer that you refer to them as a Deaf woman, man, or person. See chapter 5 of the Publication Manual of the American Psychological Association, 7th edition for further clarification or the National Inclusion Project for great resources.

STUDENTS WITH SPECIAL NEEDS

If you are a student who requires accommodations due to a special need and would like to receive those accommodations while taking this course, please notify the instructor as soon as possible, preferably before the start of the course, so that these accommodations are provided. All accommodations will be considered in order to ensure that students with special needs have equal access to the course. Please note that the instructor will be in regular communication where necessary with the Student Accessibility Center (SAC) to ensure your needs are being met at Loyola standards. If you would like to learn more about supports that would make this course more accessible, please contact the SAC for assistance by visiting their website at <https://www.luc.edu/sac/>.

COURSE EVALUATION

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

provide feedback. For more information on the course evaluation system, refer to the addendum on the last page of this syllabus.

ASSIGNMENTS

- No PDFs or RTF files will be accepted. Work that is submitted as a PDF or RTF file will be returned and the student may lose points for not following directions.
- Students should save their work using the following file saving conventions:
LastName_CIEP409_assignmentname.doc.
- Work should be uploaded to Sakai in the Assignments tab. No work will be accepted via email.
- Students should use APA format 7th edition to structure presentations.

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 or school leader. Your statement should be a concise presentation slide and include data and peer-reviewed research sources to support your assertion of the problem. Your problem should also be social justice related and target a marginalized population in your school community. A rubric that will be used for grading this assignment is shared at the end of this syllabus.

Evidence-based Intervention Action Plan Presentation. Students will work in groups to create a presentation of a proposal for implementation of an Evidence-Based Intervention using the Drivers and Stages of Implementation. The following should be included in the presentation:

1. A concise Problem of Practice statement that uses data and research to justify the problem and addresses an issue of social justice. This statement needs to be created by the group, but can be borrowed from a group member's problem of practice statement assignment.
2. A description of the intervention that was selected from one of the three approved EBI database, What Works Clearinghouse (WWC), Best Evidence Encyclopedia (BEE), or the National Center for Intensive Intervention (NCII), 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
 - d. A concise but thorough review of the evidence-base, including:
 - i. Number of studies reviewed (should be at least 2)
 - ii. The populations that have been included in the evidence-base
 - iii. Type of studies reviewed (e.g. quantitative—group or single case, meta-analysis, qualitative)

- iv. Rating of evidence using the language and terms from the database (be sure the explain the range of ratings)
 - v. Your group’s interpretation and view of the evidence and the rating
3. A research-based rationale for why you think this intervention would be helpful in addressing the Problem of Practice.
 4. A description of the adaptations/modifications required in order for the intervention to meet the need of the target group identified in the Problem of Practice including the framework for adaptation used, a delineation of the components you would change, and how they should be changed based on the needs of the target group.
 5. A plan for implementation of the intervention based on Drivers and Stages of Implementation.

Presentations should be about 20 minutes long and professionally formatted with all sources cited. All students in the group should have a speaking role in the presentation. The same grade will be assigned for all group members. Presentations will be held via Zoom during the last week of classes for the semester. See the course outline for due dates. A rubric that will be used for grading this assignment is shared at the end of this syllabus.

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 with assigned groups via Zoom or 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. These rubrics are provided at the end of this syllabus. The rubric for each assignment is also posted in Sakai for the respective assignment. *Students are responsible for asking questions and seeking further clarification if the expectations for the assignment are unclear.* The components of one’s grade are as follows:

Assignment	Points Possible
Equity Problem of Practice Statement	100
Implementation Action Plan Presentation	100
Online Engagement	100

Grades will be given using the following scale:

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

DEADLINES AND LATE ASSIGNMENTS

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

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 summer 2021 semester 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

[RETURN to CAMPUS Checklist](#)

[RETURN to CAMPUS Guidance](#)

[Required Personal Safety Practices](#)

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

[COVID-19 Campus Updates](#)

COURSE OUTLINE

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

Date	Topics	Readings	Assignments*
Week of May 24th	Module One: Evidence-based Interventions Definition, History, and Current Issues (12-16 hours)	APA Policy on EBPP Kratochwil & Shernoff (2004) Castro & Yasui (2017) Kendall & Beidas (2007) Morales & Norcross (2010)	Equity Problem of Practice Statement due 5/30 before midnight CST*
Week of May 31st	Module Two: Evaluating Interventions and Establishing an Evidence Base (24-32 hours)	Scientific Research in Ed Kratochwil & Stoiber (2002) Wilczynski (2012) Aguis (2013) Nastasi & Schensul (2005) Horner et al. (2005)	Group Problem of Practice Statement due 6/13 before midnight CST
Week of June 7th		Chambers & Norton (2016) Minkler et al. (2012) Helms (2015) Kirmayer (2012)	
Week of June 14th	Module Three: Databases for Evidence-based Interventions (18-24 hours)	Graves et al. (2020) Barrera et al. (2017) Bernal et al. (2009) Nagayama Hall et al. (2016)	Group EBI Intervention, adaptations, and rationale due 6/23 before midnight CST
Week of June 21st		Orengo-Aguayo et al. (2020)	
Week of June 28th	Module Four: Implementing and Progress Monitoring Evidence-Based Interventions (18-24 hours)	Purtle et al. (2020) Bertram et al. (2015) Durlak & DuPre (2008) Killerby & Dunsmuir (2018) Forman et al. (2013) Melgarejo et al. (2020) Coffee et al. (2014)	Class meeting on 7/1 12-3pm CST Implementation Action Plan Presentation due 7/1 in class

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

APPENDIX: Rubrics
Equity Problem of Practice Statement Rubric

Criteria	Meets Criteria	Strengths	Areas for Growth
The Problem is clearly identified and explained <i>40 points</i>	Yes Not Yet		
Data (school-wide or student-focused) is discussed that validates or further supports the Problem <i>30 points</i>	Yes Not Yet		
The problem clearly targets an issue of social justice and equity to improve the quality of education for a minoritized group <i>20 points</i>	Yes Not Yet		
APA format and writing style is used in the construction of the presentation <i>10 points</i>	Yes Not Yet		

Implementation Action Plan Presentation Rubric

Criteria	Meets Criteria		
The Presentation shares the Problem of Practice Statement and the supporting data and research <i>10 points</i>	Yes Not Yet		
A description of the EBI and its evidence-base are included in the Presentation <i>30 points</i>	Yes Not Yet		
A description of how the intervention would be modified to address the Problem of Practice is provided <i>20 points</i>	Yes Not Yet		
A plan for implementation of the EBI is included that addresses all of the Drivers and Stages of Implementation <i>25 points</i>	Yes Not Yet		
The Presentation provides a compelling argument for how the intervention would meet the need shared in the Problem of Practice <i>10 points</i>	Yes Not Yet		
The presentation is professionally composed* <i>5 points</i>	Yes Not Yet		

*Note: if it is not clear that all group members served a role in the presentation, the group will receive a failing grade and the presentation will need to be repeated.

**Loyola University Chicago
School of Education
Syllabus Addendum**

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.

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 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.