

**PROSEMINAR  
CIEP 533  
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2013-2014  
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The primary focus of the proseminar is to enhance professional development and to encourage collaborative scholarly activities among the participants. Systematic efforts are made to develop student research projects, arrange for speakers and provide a forum for the exchange of student and faculty ideas.

The goals of the proseminar are as follows:

1. To provide opportunities for current and former students to present research ideas in a colloquium format. The goal of this is to increase collaboration and discussion of important research topics.
2. To encourage students to become actively involved in research and program development.
3. To encourage students to present their research findings at local, state and national conventions/conferences.

**IDEA Objectives:**

The following objectives will be evaluated by the students at the end of the course:

1. **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
2. **Acquiring skills in working with others as a member of a team**
3. **Acquiring an interest in learning more by asking questions and seeking answers**

## **KNOWLEDGE BASE**

The Loyola University program of studies in School Psychology is designed to prepare students to assess, consult and design behavioral and cognitive science instructional interventions. Prior to pursuing the internship, the intern is expected to have a basic knowledge base related to a wide range of psychological and cognitive assessment instruments as well as curriculum based measurement and using problem solving procedures to address educational questions. The intern is expected to be able to administer these instruments and to craft a clearly articulated

written reports. The intern is also expected to be able to provide counseling services to school age children and youths. During the internship, the intern is expected to increase his/her familiarity with the literature and to keep abreast of developments in the field. This will be accomplished through readings and attendance at professional seminars and workshops during the year. Specific activities are included in the internship plan.

## **SUPERVISION**

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

## **CONCEPTUAL FRAMEWORK**

Loyola University Chicago School of Education has adopted and embraced the conceptual framework: Professionalism in the Service of Social Justice. During this internship we will utilize this conceptual framework as a lens to examine the internship experience when working within the schools and will promote just and equitable educational services to all members of the community.

### **Academic Honesty**

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demand that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

[http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml).

For additional academic policies and procedures refer to:

[http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

### **Accessibility**

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the

semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

### **Harassment (Bias Reporting)**

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

### **DIVERSITY**

In concert with the mission statement for the School of Education, faculty, academic activities and learning environments will be sensitive and driven by individual, cultural, social and economic diversity awareness and respect. Diversity is addressed in the internship by presentations and discussions including topics such as nature and content of culture, immigration, gender rights and poverty.

### **TECHNOLOGY**

This course acknowledges and addresses the belief that technology for school psychologists is multidimensional and helps the psychologist make informed decisions by applying this technology within the school community.

### **DISPOSITION**

Professional demeanor, suitability for practice and attitude with which the candidate approaches others, learning instruction and the profession will

be assessed with the consequences of such conduct influencing successful course completion and program continuation.

## **PLAGIARISM**

It is important to reiterate the policy of Loyola University regarding plagiarism. The following is an excerpt from information shared by The English Department and should serve as a reminder to all students.

### **Definition:**

Plagiarism is the intentional or unintentional appropriation of ideas, language, or work of another without sufficient acknowledgement that the material is not one's own. Although, it is generally recognized that everything an individual has thought has probably been influenced to some degree by the previously expressed thoughts and actions of others and that therefore no thought can be purely original, such influences are general ones, affecting an entire way of seeing things and expressing thoughts. Plagiarism, however, involves the taking of specific words or ideas of others without proper acknowledgement.

Some students seem to believe that there are different degrees of plagiarism, some of which are not as bad as others...(I) wish to make clear that there are no distinctions between...

1. Copying from a published source without proper documentation.
2. Purchasing a pre-written paper.
3. Letting someone else write a paper for you or paying someone to do so,
4. Submitting as your own someone else's unpublished work, either with or without permission.

Each year the seminar group chooses a topic to study in depth which allows them to develop greater insight into an area of study.

The topic will be decided on during the first class and the syllabus will be amended to reflect that area and an appropriate bibliography.

### **Textbook:**

Far From the Tree, Andrew Solomon  
ISBN 1439183104, 9781439183106